

# **VBP Indy, Inc.**

**Location:** Within boundaries of Indianapolis Public School District

Target locations include:

- (1) East, near 42<sup>nd</sup> and Pendleton Pike
- (2) Southeast, along Washington Street corridor or near Fountain Square
- (3) West, in the Haughville area

## Charter Applicant Information Sheet

Name of Proposed Charter School **To be determined**

Proposed School Address (if known) **N/A**

School District in which Proposed School would be located **IPS**

Legal Name of Group Applying for the Charter **VBP Indy, Inc.**

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The proposed school will open in the fall of school year: **2013-2014**

### Proposed Grade Levels & Total Student Enrollment

	Grade Levels	Student Enrollment
First Year	K-1	180
Second Year	K-2	270
Third Year	K-3	360
Fourth Year	K-4	450
Fifth Year	K-5	540
Sixth Year	K-6	630
Seventh Year	K-7	720
Maximum	K-8	810

Is this a single-gender or co-educational school? **Co-educational**

Are you planning to work with a management organization? **No**

Have you submitted this application to another sponsor? **No**

Do you plan to submit this application to another sponsor before the Mayor of Indianapolis makes a final determination on your application? **No**

Have you submitted any other applications to a sponsor in the previous five (5) years? **No**

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## I. Our Vision

### A. Mission

The mission of VBP Indy, Inc. is to provide a classical education through which students grow intellectually, socially, and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college, and beyond.

**Objectives:** We intend to create a school that brings classical education into the 21<sup>st</sup> century through implementation of an innovative blended-learning model and establishment of a scholarly school culture focused on building good character. Our students will spend a significant portion of their core instruction time using technology to learn, which will not only provide them with individualized and appropriately challenging content, but also creates the opportunity for teachers to work closely with students in small groups. It is our objective to provide our students with a solid educational foundation and then accelerate their learning to levels not typically expected of children with similar demographics.

### B. Need

VBP Indy will enhance and expand the educational options currently available to low-income and minority children in Indianapolis. Specifically:

- VBP will provide parents and students with opportunities not available in most wealthy districts and private schools. Our unique combination of classical content and 21<sup>st</sup> century pedagogy, emphasis on school culture and character development, and relentless focus on student achievement will provide parents with a unique choice within the public education system.
- By locating the school in a largely Latino and low-income community, VBP will expand the learning opportunities for students at risk of academic failure. Our success will be measured by the achievement of our low-income and minority students, English language learners and students with disabilities, many of whom would otherwise have attended failing schools.
- VBP will model innovative teaching and learning methods by introducing a unique blended-learning program that utilizes a computer-based learning management system to integrate digital content and assessment. This new approach allows teachers to focus on the individual needs of students and provide targeted small group instruction.
- Our blended-learning program and co-teaching model will provide new professional opportunities for teachers and staff to plan and deliver instruction, use formative assessment data to improve practice, and foster collaboration and growth.

Data from the Indiana Department of Education<sup>1</sup> show that tremendous poverty and need exist among families who live within the boundaries of Indianapolis Public Schools, the state's largest public school system. When compared to public schools throughout Indiana, a disproportionate number of economically disadvantaged, minority, and Limited English Proficient (LEP) students reside in IPS boundaries. The following chart summarizes demographic data for IPS compared to public schools throughout the state of Indiana.

Student Population	Indianapolis Public Schools	State of IN Public Schools
Economically Disadvantaged (Qualification for Free/Reduced Lunch)	81%	47%
Minority	77%	27%
Limited English Proficiency	12%	5%
Special Education	18%	15%
Graduation Rate (in Four Years)	58%	84%

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<sup>1</sup> 2011 data from Indiana Department of Education



National and local data also demonstrate that poor, minority, and LEP students are at greater risk of academic failure, dropping out of school, and not pursuing post-secondary education. Data from the Indiana Department of Education confirm these challenges for students residing in IPS.

Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) measures whether or not students have mastered basic skills necessary for academic success—one predictor of graduation from high school and pursuance of post-secondary education. ISTEP+ scores for students residing in urban Indianapolis demonstrate that, when compared public schools across Indiana,<sup>2</sup> a disproportionate number of students are not proficient in Math and Language Arts:

2011 ISTEP+ Pass Results	Indianapolis Public Schools	State of IN Public Schools
3 <sup>rd</sup> Grade Math	57%	78%
3 <sup>rd</sup> Grade ELA	63%	83%
5 <sup>th</sup> Grade Math	66%	86%
5 <sup>th</sup> Grade ELA	52%	75%
8 <sup>th</sup> Grade Math	46%	72%
8 <sup>th</sup> Grade ELA	41%	77%

VBP Indy will reach out to these educationally underserved populations, and will make a special effort to serve the city's growing Latino community. Target locations for the school are East, near 42<sup>nd</sup> and Pendleton Pike; Southeast, along Washington Street corridor or near Fountain Square; and West, in the Haughville area—all locations with a high and growing concentration of Latinos. In fact, the Latino population in Marion County has grown from an estimated 8,450 Latinos in 1990 to 84,466 in 2010. (See Attachment J for a map of the Indianapolis Hispanic population in 2010). Currently, IPS and the surrounding school districts serve over 16,000 Latino students.

While many students in IPS are facing educational challenges, Hispanic children are particularly vulnerable. Many, especially new immigrants, must play the delicate role of assimilating into American culture themselves while also serving as a bridge between their parents and mainstream American institutions. There are high rates of poverty, teen pregnancy, and gang violence among Hispanic youth. In Indiana, the graduation rate for Latinos is less than 70% compared to 84% for all Indiana students. In IPS, the graduation rate for Latinos is even worse; *half of all Latinos are not on track to graduate high school*. While 10.9% of white students in IPS passed an AP exam, one indicator of college readiness, only 3.1% of Hispanic students passed an AP exam. Statewide, only 17% of Hispanic students received an Honors Diploma compared to the state average of 31%. VBP Indy will conduct targeted outreach to serve children in this community.

Beyond the need for more academically strong schooling options in urban Indianapolis, especially to serve the city's growing Latino community, VBP will model an innovative educational design. Our school intends to bring classical education into the 21st century through implementation of a classroom-based blended learning model that features students rotating between independent instruction on computers and small group instruction with teachers. This model is most appropriate for elementary students who need consistent structure, direction and support. Digital learning tools can provide personalized lessons at the optimum level of challenge for each student by continuously assessing mastery and adjusting content and pace. Importantly, because digital learning programs are now able to teach basic academic skills and knowledge, teachers will have more time in the school day to build relationships with students and help them develop good habits and character. We think this model of great teaching, focusing on character and smart technology, will be a powerful demonstration of a very scalable digital learning school that will take students to academic success and beyond.

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<sup>2</sup> Indiana Department of Education ISTEP+ data for 2010-2011 school year

Underserved children in Indianapolis are in need of excellent schools that refuse to make excuses for failing academic performance. Parents deserve safe public school options that will prepare their children to excel in all ways—morally, academically, socially, and physically—through college and beyond. And the city needs examples of how to harness leading-edge technologies to provide individualized learning opportunities while also ensuring that children get the personal human attention and character development they need to thrive beyond school. VBP will be an academically intensive college preparatory K-8 school that meets the academic needs of underserved children in the city, builds strong character in its students, and is a model for how technology can transform learning in Indianapolis.

### C. Goals

VBP's goals for students are high: students will graduate 8<sup>th</sup> grade with the character, knowledge, and skills to excel at the strongest high schools and colleges. The school will aim to achieve the following:

- Students who enter the school below grade level will grow 1.5 years annually on Common Core State Standards in English Language Arts and Math until they reach grade level; students who enter the school at grade level will maintain growth of at least one year annually on Common Core State Standards in ELA and Math.
- All 8<sup>th</sup>-grade graduates who have attended the school for at least 3 years will master Algebra 1 and be at or above grade level in English Language Arts.
- All 8<sup>th</sup>-grade graduates will enter a college preparatory high school; 95% will graduate from high school; 90% will matriculate to postsecondary education; and 75% will graduate from a four-year college or university. (VBP will track students as they leave VBP into high school and college years.)
- Students will demonstrate yearly growth in character strengths as measured by parent, staff, and self reports. Student attendance rates will be above the state norm. Student suspensions and expulsions will be below the state norm.
- All staff will demonstrate good character and use the language of character and good habit development with students and parents. 95% of all teachers who are invited will return the following year.
- The school will maintain strong student retention and persistence rates.
- 95% of parents will report a positive attitude towards the school.

All of VBP goals align with Indiana Academic Standards. Goals will be continually refined and developed to reflect the growing needs of our students and school community.

**Educational Performance Goals:** Below is a sampling of specific educational performance goals.

**PERFORMANCE GOAL #1:** Students performing at or above grade level in all grades will sustain or increase annual growth in math and English/Language Arts (ELA). Students performing below grade level will grow at least 1.5 grade-levels each year until they reach grade level.

- **Performance Indicators:** Scores on the math and ELA subsection of the ISTEP+ (spring), scores on the NWEA MAP assessments, and scores on other formative and summative assessments such as DIBELS.
- **Assessment Tools and Measures:** ISTEP+, NWEA, and DIBELS
- **Attachments:** N/A
- **Rationale for Goal and Measures:** Mastery of grade-level reading, writing, and comprehension skills are essential for students to excel in high school, college, and beyond.
- **Assessment Reliability and Scoring Consistency:** N/A

- **Baseline Data:** We will assess students at the start of each school year to collect baseline data.

### Three-Year Target:

- *Does not meet standard:* Fewer than 75% of students at or above grade level in year one will sustain or increase annual growth in Math and ELA. Fewer than 75% of students performing below grade level in year one will grow at least 1.5 grade-levels each year until they reach grade level proficiency.
- *Approaching standard:* 75-89% of students at or above grade level in year one will sustain or increase annual growth in Math and ELA. 75-89% of students performing below grade level in year one will grow at least 1.5 grade-levels each year until they reach grade level proficiency.
- *Meets standard:* 90% of students at or above grade level in year one will sustain or increase annual growth in Math and ELA. 90% of students performing below grade level in year one will grow at least 1.5 grade-levels each year until they reach grade level proficiency.
- *Exceeds standard:* More than 90% of students at or above grade level in year one will sustain or increase annual growth in Math and ELA. More than 90% of students performing below grade level in year one will grow at least 1.5 grade-levels each year until they reach grade level proficiency.

### Six-Year Target:

- *Does not meet standard:* 79% or fewer of students at or above grade level in year one will sustain or increase annual growth in Math and ELA. 79% or fewer of students performing below grade level in year one will grow at least 1.5 grade-levels each year until they reach grade level proficiency.
- *Approaching standard:* 80-94% of students at or above grade level in year one will sustain or increase annual growth in Math and ELA. 80-94% of students performing below grade level in year one will grow at least 1.5 grade-levels each year until they reach grade level proficiency.
- *Meets standard:* 95% of students at or above grade level in year one will sustain or increase annual growth in Math and ELA. 95% of students performing below grade level in year one will grow at least 1.5 grade-levels each year until they reach grade level proficiency.
- *Exceeds standard:* More than 95% of students at or above grade level in year one will sustain or increase annual growth in Math and ELA. More than 95% of students performing below grade level in year one will grow at least 1.5 grade-levels each year until they reach grade level proficiency.

**PERFORMANCE GOAL #2:** Students will develop good character, and school faculty will demonstrate good character and promote students' character development.

- **Performance Indicators:** Survey responses, character report cards
- **Assessment Tools and Measures:** Qualitative and quantitative measures will be used, such as: teacher, parent, student, and Principal surveys; quarterly student character report cards; faculty evaluations; attendance rates; and an external evaluator of school culture.
- **Attachments:** To be developed.
- **Rationale for Goal and Measures:** Students with good character are more likely to excel academically. Good character also makes for a meaningful life and produces lasting personal and social happiness.
- **Assessment Reliability and Scoring Consistency:** The entire school staff and all students will be trained to use the tool that is created for evaluating student character development.
- **Baseline Data:** We will assess students at the start of every school year to collect baseline data.

### Three-Year Target:

#### *Parent, Faculty, and Student Satisfaction*

- *Does not meet standard:* Fewer than 70% of parents, faculty members, and students rate their school as excellent or good on survey questions related to character development and school culture and climate.
- *Approaching standard:* Between 70% and 89% of parents, faculty members, and students rate their school as excellent or good on survey questions related to character development and school culture and climate.
- *Meets standard:* 90% of parents, faculty members, and students rate their school as excellent or good on survey questions related to character development and school culture and climate.

- *Exceeds standard:* More than 90% of parents, faculty members, and students rate their school as excellent or good on survey questions related to character development and school culture and climate.

#### ***Student Character Report Card and Faculty Evaluations***

- *Does not meet standard:* Fewer than 70% of students earn an average ranking of excellent or good on character report cards.
- *Approaching standard:* Between 70% and 89% of students earn an average ranking of excellent or good on character report cards.
- *Meets standard:* 90% of students earn an average ranking of excellent or good on character report cards.
- *Exceeds standard:* More than 90% of students earn an average ranking of excellent or good on character report cards.

#### ***Attendance***

- *Does not meet standard:* Student attendance rates are below 90%.
- *Approaching standard:* Student attendance rates are between 90% and 94%.
- *Meets standard:* Student attendance rates are at 95%.
- *Exceeds standard:* Student attendance rates are above 95%.

#### **Six-Year Target:**

##### ***Parent, Faculty, and Student Satisfaction***

- *Does not meet standard:* Fewer than 80% of parents, faculty members, and students rate their school as excellent or good on survey questions related to character development and school culture and climate.
- *Approaching standard:* Between 80% and 94% of parents, faculty members, and students rate their school as excellent or good on survey questions related to character development and school culture and climate.
- *Meets standard:* 95% of parents, faculty members, and students rate their school as excellent or good on survey questions related to character development and school culture and climate.
- *Exceeds standard:* More than 95% of parents, faculty members, and students rate their school as excellent or good on survey questions related to character development and school culture and climate.

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- *Meets standard:* 95% of students earn an average ranking of excellent or good on character report cards.
- *Exceeds standard:* More than 95% of students earn an average ranking of excellent or good on character report cards.

#### ***Attendance***

- *Does not meet standard:* Student attendance rates are below 95%.
- *Approaching standard:* Student attendance rates are between 95% and 98%.
- *Meets standard:* Student attendance rates are at 98%.
- *Exceeds standard:* Student attendance rates are above 98%.

**Organizational Viability Goals:** VBP intends to have strong financial management and budget controls. VBP will develop a formalized system to document its business office procedures. VBP will also contract with a well-reputed bookkeeping firm to aid in preparing year-end audits and to share information with parents, teachers, the board of directors, and community members.

**PERFORMANCE GOAL #1:** The school will maintain a 95% student retention rate.

- **Performance Indicators:** Student re-enrollment
- **Assessment Tools and Measures:** Student enrollment records

- **Attachments:** N/A
- **Rationale for Goal and Measures:** Student retention improves student achievement and supports enrollment goals that ensure adequate funding for the school.
- **Assessment Reliability and Scoring Consistency:** N/A
- **Baseline Data:** Previous year's student enrollment records.

**Three-Year Target:**

- *Does not meet standard:* Student retention rate is below 85%.
- *Approaching standard:* Student retention rate is between 85% and 92%.
- *Meets standard:* Student retention rate is at 92%.
- *Exceeds standard:* Student retention rate is above 92%.

**Six-Year Target:**

- *Does not meet standard:* Student retention rate is below 90%.
- *Approaching standard:* Student retention rate is between 90% and 95%.
- *Meets standard:* Student retention rate is at 95%.
- *Exceeds standard:* Student retention rate is above 95%.

**PERFORMANCE GOAL #2:** The school will reach its enrollment targets.

- **Performance Indicators:** Student enrollment
- **Assessment Tools and Measures:** Student enrollment records
- **Attachments:** N/A
- **Rationale for Goal and Measures:** Achieving our student enrollment goals is necessary to ensure adequate funding for the school.
- **Assessment Reliability and Scoring Consistency:** N/A
- **Baseline Data:** N/A

**Three-Year Target:**

- *Does not meet standard:* Student enrollment is below 80% of set target.
- *Approaching standard:* Student enrollment is between 80% and 95% of set target.
- *Meets standard:* Student enrollment is at 95% of set target.
- *Exceeds standard:* Student enrollment is above set target.

**Six-Year Target:**

- *Does not meet standard:* Student enrollment is below 80% of set target.
- *Approaching standard:* Student enrollment is between 80% and 95% of set target.
- *Meets standard:* Student enrollment is at 95% of set target.
- *Exceeds standard:* Student enrollment is above set target.

## II. Educational Services Provided

### A. Educational Model

Our school philosophy is predicated on six cornerstones:

1. **High Expectations.** Because we believe in the inherent dignity and potential of every child, we have high expectations for our students' academic achievement and conduct that make no excuses based on their backgrounds or socio-economic status.
2. **Results Matter.** The school will have a relentlessly focus on high student performance on standardized tests and other objective measures because we hold ourselves accountable for helping students develop

personally and academically in ways that will enable them to succeed at the nation's best high schools and colleges.

3. **Lead with Character.** Good character makes for a meaningful life and produces lasting personal and social happiness. As a result, the development of the virtues of justice, good judgment, self-control, courage, and kindness in students is a central part of our educational mission.
4. **Choice & Commitment.** Students, their parents, and the faculty of the school choose to participate in the program. No one is assigned or forced to attend the school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
5. **More Time.** There are no shortcuts. Only with an extended school day, week, and year will students have the time to acquire the academic knowledge, skills, and habits that will prepare them for success in college and in life.
6. **Teach the Best Content.** ALL students will learn math and science while also becoming familiar with the literary and philosophical classics of Western Civilization, because of the way the traditional liberal arts convey truth, beauty, and goodness, and because students need the world's best content in order to become good citizens and be competitive globally.

Rooted in a strong belief and practice of these six cornerstones, other school design features take best practices from the nation's "no excuses" charter schools, including:

- **Smart start** – Start with kinder & 1<sup>st</sup> grade in year 1, then grow a grade level each year until we serve students in a K-8 school.
- **Blended learning** – Accessible computer hardware and advanced learning software can help teachers individualize instruction. Drawing from the experiences of a KIPP school in L.A. that has been achieving outstanding academic results with early elementary students, our students will spend 30% or more of their instructional time on computers, allowing teachers to spend commensurate time providing targeted small group instruction. Computer literacy is also an essential 21<sup>st</sup> century skill.
- **Power to lead** – The board will select an entrepreneurial school leader who has demonstrated teaching success with underserved students and provide him or her with the authority and resources to implement our vision, build a team of mission-driven professionals, and manage school operations and budget. The principal will then be held accountable by the board for results.
- **Literacy x2** – The education program provides two blocks of literacy instruction daily, which is integrated with history and other content and balanced with strong mathematics and science instruction.
- **Liberal Education** – The school's academic program, in both content and instructional design, will draw from the Junior Great Books, the Paideia Program, and Core Knowledge, embracing the idea that the civil discussion of challenging ideas is a powerful source of personal growth and social engagement.
- **Strong parent involvement** – The school will provide parents/guardians with frequent communication about student and school performance, monthly parenting workshops, and many in- and out-of-school opportunities to be involved in their child's education.

**Rationale for Our Model:** Our research indicates that students need more time in school, a structured and supportive environment, a deep and rich knowledge base, and personalized learning opportunities.

At the core of our curricular model is the importance of what students learn and the way content knowledge

affects the rest of their life. A reading of the research literature from cognitive science shows that: “Knowledge does much more than just help students hone their thinking skills: It actually makes learning easier” (Willingham).

At-risk students—urban, low-income, minority—tend to acquire far less knowledge, leaving them ill-prepared for higher education and gainful employment. For example, researchers have noted an enormous gap in children’s exposure to words; one widely cited study estimates that by the age of four the children of professional families have been exposed to almost 45 million words compared to only 13 million for children whose families receive welfare (Hart & Risley). In addition, low-income children also have a slower rate of vocabulary growth that will ultimately have a cumulative effect on their ability to succeed. To address these inequities, our model is based on what research suggests about the learning process:

- Students are motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal level of difficulty. This is known as the Zone of Proximal Development (Vygotsky). To learn effectively, students must be provided with tasks that engage at a level of difficulty that is challenging but within reach.
- Most classrooms contain students with a range of skills and interests, yet traditional instruction typically focuses on only one performance level, usually somewhere in the middle, and is unable to adjust to the needs of other students who then become either confused or bored and consequently lose motivation to learn (Levine).
- Brain research indicates the need for a differentiated approach where the learning environment is safe and non-threatening and students are appropriately challenged and able to make meaning of ideas and skills (Tomlinson & Kalbfleisch).

***School Culture:*** The success of our academic program depends on the creation and maintenance of a strong school culture for students, staff and parents. We believe that school culture should be respectful, structured and above all else completely in service of the school’s mission. This requires clarity, consistency and action. Based on other successful “no excuses” charter schools, we will establish a vibrant learning environment that promotes high academic and moral expectations among the whole school community.

- **High Academic Expectations:** VBP Indy’s school culture will emphasize the inherent dignity of every child and each child’s potential to excel academically through discipline, hard work, and perseverance. The school’s practices, rituals, routines and rewards will reinforce high academic achievement—whether it’s labeling classes by the year students will graduate from college to reinforce the expectation that all students can and will go to college, naming classrooms after the universities teachers attended, or rewarding students for taking on and persisting through especially challenging work.
- **Character Development:** We believe that education is about more than academic skills and knowledge; helping our students develop good habits and character is a central part of our mission. VBP emphasizes the virtues of justice, good judgment, self-control, courage, and kindness. Virtues are the behaviors and habits through which humans cultivate moral excellence. Unlike values, which can be vague and culturally relative, virtues speak to universal and ageless truths about living a good life. These virtues will not be abstract words buried in a vision statement or handbook. They will be the subject of academic lessons, the cornerstones of classroom management, and the building blocks for good relationships among staff, students and parents. As Aristotle observed, “Excellence is an art won by training and habit.”

These virtues will be posted throughout the school and referenced frequently. During Summer Institute teachers will develop a common understanding of the meaning and potential impact of the virtues. Beginning with home visits and first days of school, students will be explicitly taught how the virtues will contribute to their success in school and happiness in life. Different virtues and habits will be emphasized

at different grade levels to coincide with the unique needs of children at various stages of development.

Regardless of whether a school deliberately teaches character, students will learn character from the way teachers treat their students and allow students to treat each other and their environment. Therefore, all elements of the school day will be developed with an eye towards teaching and promoting the development of good habits and character not only among students, but among the entire school community. While students are asked to reflect on their own character development, school leaders, teachers and other staff members will be asked to do the same.

Character education will also be integrated across the curriculum. Plato wrote, “We ought to esteem it of the greatest importance that the fictions children first hear should be adapted in the most perfect manner to the promotion of virtue.” We have selected Core Knowledge, Junior Great Books, Social Studies Alive!, Touchpebbles and other materials that include indelible fables, biographies, myths and stories to illuminate what it means to live a life of virtue.

- **Building Community:** It is important for students to feel safe and part of a larger community that cares about their well-being. The school will take a number of steps to ensure students feel a strong sense of belonging to and responsibility for their community. All students will wear a uniform as a symbol of membership in a unique school. Uniforms have the added benefit of helping parents to simplify preparation in the morning and get their child to school on time. Students will be consistently and warmly welcomed into the building and classrooms by adults. To set a calm tone, music will be playing softly in the background as students eat their breakfasts. Every day will begin with a school-wide morning meeting, including routines such as a pledge, chants or songs, and activities to recognize the achievements of students and adults; parents will be welcome to attend. The school will also host events throughout the year, such as fiestas, holiday concerts and end-of-year promotion celebrations. Monthly parent workshops will include family-style meals and “café con leche” chats to allow community members to better know one another.

The following practices will be used to build a strong school culture:

- **Routines and Procedures:** School leaders and teachers will develop a system of explicit routines and procedures so that students know what to expect and do at every point in the day. Given the frequent rotation between whole class lessons, small group instruction and independent work on computers, efficient transitions are an important part of school culture. Transitions will be signaled with visual cues, songs, raps, rhythms or chants. Students will also be taught to use signals to avoid disrupting instruction; for example, students might silently hold up one finger to indicate the need to use the bathroom and the teacher will need only point to give permission. In the beginning of the year students will participate in fun activities to practice these routines and procedures until they have internalized them.
- **Recognition:** Teachers and staff will develop systems for monitoring and recognizing students’ embodiment of good character, such as quick words of praise and coordinated celebrations during daily school-wide meetings and occasional assemblies. They will track and recognize both academic and personal accomplishments, individual and class attainment, and progress and mastery. Students will also take part in recognizing the good character and achievements of their fellow students, teachers, and other school staff.
- **Read, Read, Read:** The best way to build vocabulary and content knowledge is reading. Our students will be expected to carry books with them at all times; they will have opportunities to go “book shopping” in class libraries to select books at their independent reading level. Whenever downtime occurs, e.g., while waiting for meals to end, students will be expected to take out their books and read silently. This will reinforce our scholarly culture and develop in students the habit of reading for pleasure.



As a data-driven school, VBP Indy will collect specific information about school culture to monitor implementation of practices and procedures and make continuous improvements. Teachers, parents, and students will be surveyed regularly to gauge their perceptions about school climate. Discipline data will be analyzed to determine consistency across teachers and grades and identify topics for staff development. VBP Indy will also contract with an external evaluator of school culture and climate.

**Calendar & Schedule:** The school year for students will begin one week prior to Labor Day and run through June. Our extended school year provides students with 191 full days of instruction, over two weeks more than the traditional district school. In addition, Saturday school provides an additional 16 half-days of instruction. In August teachers will participate in three weeks of Summer Institute for staff development and planning. In order to maximize student time in school, we will only recognize major federal holidays and extended breaks that align with those of IPS. For grading purposes, the calendar is divided into four quarters.

Our extended school day maximizes student time on task while providing teachers with ample opportunities for planning and development. For students the school day runs from 8:00 am to 3:15 pm, except on Wednesdays when students are dismissed at 2:30 pm to accommodate staff development and planning. VBP Indy will seek an external afterschool provider to offer optional enrichment activities. Teachers are expected to be at school from 7:30 am until 4:15 pm every day. Recognizing the large amount of time we expect our teachers to be interacting with students each day, they will have two daily 45-minute prep periods plus lunch.

In addition to the weekly instruction described above, students will attend Saturday school approximately every other week from 8:00 am to noon for enrichment and additional support in literacy and mathematics. Here is a typical day:

7:30 am	<b>Breakfast:</b> Students arrive early to eat breakfast.
8:00 am	<b>School Meeting:</b> The school day begins with a school-wide meeting to share information, recognize achievements, highlight a virtue, and build community.
8:15 am	<b>Math Meeting:</b> After a short class meeting to go over the day's agenda, teachers launch into a 20-minute math meeting focused on using an interactive bulletin board with topics relating to counting, time, the calendar, temperature and money.
8:45 am	<b>Literacy:</b> The first literacy block begins, including whole-class read-alouds and small group rotation among teacher-led phonics instruction, guided reading and computer-based lessons.
10:15 am	<b>Structured Play:</b> Structured play provides a creative outlet while simultaneously developing self-control and social skills.
10:35 am	<b>Math:</b> The math block uses both teacher-led and computer-based instruction.
11:35 am	<b>Lunch:</b> Students eat a nutritious lunch.
12:00 pm	<b>Literacy/Math:</b> Literacy will be three days per week and focus on writing; math will be two days per week. Students will rotate between teachers and computers.
12:45 pm	<b>Science:</b> Students study science daily using inquiry-based lessons.
1:30 pm	<b>Snack:</b> Students eat a nutritious snack.
1:45 pm	<b>Special:</b> Art and Fitness classes alternate daily.
2:30 pm	<b>Social Studies:</b> Students study social studies using content integrated with the literacy program.
3:15 pm	<b>Dismissal:</b> Students are dismissed; teachers tutor and/or plan until 4:15 pm.

**Discipline:** By establishing and teaching clear expectations for behavior, the school can then implement an effective discipline system for misbehavior, the sole purpose of which is to redirect students to productive learning and develop habits necessary for future success. Not only must consequence be clear and consistent, there must be meaningful follow-through. A Code of Conduct (see Attachment H) will be disseminated to all families as part of the Family Handbook; it will be printed in multiple languages and parents will be expected to sign it to demonstrate that they have received and read it. The code will spell out consequences for infractions based on their severity and frequency. Behaviors that disrupt learning, harm physical and emotional wellbeing, and diminish the common good will not be tolerated. Our guiding policy is to be fair, firm and consistent in the application of discipline for inappropriate behavior. We recognize the vast emotional and moral development of students between kindergarten and 8<sup>th</sup> grade. To be fair, consequences will “fit the crime” and be developmentally appropriate. Teachers will be trained in the discipline system at the beginning of the year and, based on regular observation, receive critical feedback and suggestions to ensure adherence to this policy.

Consequences for minor infractions such as inappropriate language or failure to follow directions may include: verbal warnings, deduction of “bucks” from weekly paychecks, removal from group activities, silent meals, detention, and communication with parents/guardians. Consequences for more serious infractions such as intentional physical harm or threats, sustained disruptions or disrespect, or destruction of property may include: removal from class, parent/guardian conferences, suspension, and expulsion.

Regardless of the type of infractions, all consequences will include opportunities for reflection and reconciliation to maintain connections with learning and the school community. The school will create time and tools to support and document reflection, e.g., verbal reflection protocols for younger students or incident reflection forms that require older students to write what happened, what rules and virtues were violated, and what alternative actions could have been taken. Reconciliation will include apologies and/or action related to the harm done. Students who are suspended will be provided with alternative instruction.

**Due Process:** The school’s Code of Conduct describes in detail the steps that will be taken to discipline students as well as students’ and parents’ rights in this process. Students will be told of all charges against them and asked for their side of the story. The Principal or other school official shall consider this explanation prior to taking disciplinary action. For some minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation. For more serious issues that involve removal of the student from participation in the school, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

- **Short-Term Suspension:** The Principal may suspend any student for up to ten school days for serious cause. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. The Principal will present the student and his or her parents/guardians with the reasons and evidence for suspension and provide an informal opportunity to respond to the charges prior to the suspension. The Principal may then, at his or her discretion, decide to impose lesser consequences than suspension.
- **Long-Term Suspension:** The Principal may suspend a student for over ten days for serious cause after the student has been found guilty at a formal hearing. The Principal or a delegate will preside over the hearing and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate. The student shall have the right to be represented by counsel, question witnesses and present evidence. A decision by the Principal will stand as the final decision regarding the student’s long-term suspension status, though the student’s family has the right to appeal to the Board of Trustees.
- **Expulsion:** If the Principal decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the Principal will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board.

***Students with Disabilities:*** The disciplinary policy for students with disabilities is in accordance with the Individuals with Disabilities Education Act (IDEA) and school staff will work to ensure all students are treated justly. Any time the behavior of a student with a disability requires a disciplinary action, an assessment will be made to ensure the discipline does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability. If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability. That said, a student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP does not appear to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately considered for a change in the guidelines. Parents may request a hearing to challenge the manifestation determination and the child will remain in his or her current educational placement pending the determination of the hearing. While students with disabilities are suspended, the school will provide alternative instruction, so that the student is given full opportunity to complete assignments and master the curriculum.

## **B. Curriculum**

Key elements of the school's academic program include a classical curriculum based on the Core Knowledge Sequence, a blended-learning model, lead teachers assisted by teaching fellows, and pedagogy rooted in the Paideia approach.

***Curriculum Framework:*** At the core of a classical education is the notion that citizens need a common body of knowledge in order to productively communicate with each other and effectively participate in their society. We believe it is critical that every child should learn the fundamentals of science, basic principles of government, important events in world history, essential elements of mathematics, widely acknowledged masterpieces of art and music, and great literature defined by the test of time. Moreover, research has shown that the current trend of teaching isolated skills is neither sufficient nor possible in the absence of meaningful content knowledge.

We believe an organized, clear and sequential curriculum best serves our students. Similarly, the Common Core Standards adopted by Indiana calls for a curriculum that is “intentionally and coherently structured to develop rich content knowledge within and across grades.” We believe too many start-up schools make the mistake of trying to create a curriculum from scratch. Thus we intend to use the Core Knowledge Sequence to define the focus of learning in each grade. An outline of the Core Knowledge Sequence for kindergarten and 1<sup>st</sup> grade is presented below:

**Core Knowledge Sequence**

<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>
<b>Language Arts</b> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases  <b>Mathematics</b> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry	<b>Language Arts</b> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases  <b>Mathematics</b> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry

<p><b>Science</b></p> <ul style="list-style-type: none"> <li>I. Plants and Plant Growth</li> <li>II. Animals and Their Needs</li> <li>III. The Human Body</li> <li>IV. Introduction to Magnetism</li> <li>V. Seasons and Weather</li> <li>VI. Taking Care of the Earth</li> <li>VII. Science Biographies</li> </ul> <p><b>World History and Geography</b></p> <ul style="list-style-type: none"> <li>I. Geography: Spatial Sense</li> <li>II. An Overview of the Seven Continents</li> </ul> <p><b>American History and Geography</b></p> <ul style="list-style-type: none"> <li>I. Geography</li> <li>II. Native American Peoples, Past and Present</li> <li>III. Early Exploration and Settlement</li> <li>IV. Presidents, Past and Present</li> <li>V. Symbols and Figures</li> </ul> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>I. Elements of Art</li> <li>II. Sculpture</li> <li>III. Looking at and Talking about Works of Art</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding</li> <li>III. Songs</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>I. Living Things and Their Environments</li> <li>II. The Human Body</li> <li>III. Matter</li> <li>IV. Properties of Matter: Measurement</li> <li>V. Introduction to Electricity</li> <li>VI. Astronomy</li> <li>VII. The Earth</li> <li>VIII. Science Biographies</li> </ul> <p><b>World History and Geography</b></p> <ul style="list-style-type: none"> <li>I. Geography</li> <li>II. Early World Civilizations</li> <li>III. Modern Civilization and Culture: Mexico</li> </ul> <p><b>American History and Geography</b></p> <ul style="list-style-type: none"> <li>I. Early People and Civilizations</li> <li>II. Early Exploration and Settlement</li> <li>III. Colonies to Independence: American Revolution</li> <li>IV. Early Exploration of the American West</li> <li>V. Symbols and Figures</li> </ul> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>I. Art from Long Ago</li> <li>II. Elements of Art</li> <li>III. Kinds of Pictures: Portrait and Still Life</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding</li> <li>III. Songs</li> </ul>
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We have selected Core Knowledge because of its specificity, coherence across grades, alignment to Common Core Standards and track record. The Sequence was developed by analyzing the topics and vocabulary most frequently found in adult communication and examining curricula and standards from the United States and high-performing countries for structure and content. An advisory board on multicultural traditions proposed specific content of diverse cultural traditions that all American children should share in order to develop mutual respect, knowledge, and understanding. The sequence is designed to build knowledge systematically year by year and has been refined over time.

Core Knowledge is used by schools across the country and research supports its efficacy. Researchers at the Center for the Social Organization of Schools at Johns Hopkins University did a series of studies in the late 1990s and found that Core Knowledge was associated with positive changes in schools, including student achievement and engagement as well as teacher satisfaction and collaboration. Controlled, independent studies on the effects of Core Knowledge conducted in 2000 in Oklahoma City, an urban district with 67 elementary schools, found Core Knowledge students posted significantly higher scores in reading comprehension, vocabulary, science, math concepts and social studies. Currently the Icahn charter schools in the Bronx use Core Knowledge while serving students similar to our target population. Its schools outperformed their district across grades by between 25 and 50 percentage points in English language arts

and between 33 and 61 percentage points in math.

***Curriculum Development:*** The Core Knowledge Sequence establishes specific knowledge to be taught in English Language Arts, American and World History, Geography, Visual Arts, Math and Science. Our staff will analyze all Core Knowledge materials to identify any areas where enhancements are required to ensure alignment with Indiana State Standards. Based on the Core Knowledge Sequence instructional leaders will develop during the planning year detailed scope and sequences for each subject in each grade that include clear topics and objectives. During Summer Institute teachers will use these scope and sequences along with curriculum program resources to develop curriculum maps and unit plans that specify topics, daily objectives, vocabulary, texts, computer-based programs, and diagnostic and summative assessments. Armed with these guidance resources, our teachers will be free to devote their energies during the school year to planning *how* to best teach content to the children in their classrooms. Each summer scope and sequences and unit plans will be reviewed and revised based on evaluation of program implementation and student performance.

***Instructional Planning:*** Teaching pairs will have daily prep periods and grade level teams will have common planning times to review student performance data, identify instructional strategies and materials, and plan lessons. Using the guidance resources described above, teachers will submit each Thursday lesson plans for the following week that includes objectives, activities for whole-class, small group and computer-based instruction, materials, formative assessments, accommodations necessary for students with special needs as well as specific co-teaching modes and Lead Teacher and Fellow responsibilities. Instructional leaders will provide critical feedback and lesson plans will be posted on a shared server so that support staff can coordinate their intervention activities with general classroom instruction. After lessons have been conducted, teachers will reflect on implementation and annotate weekly plans to identify effective practices and areas of weakness, and then archive them for future use.

***Lead Teachers and Fellows:*** VBP Indy will typically have two teachers in each classroom. Lead Teachers will be experienced educators who have mastered classroom management, instructional planning and delivery, and assessment with a track record of raising student achievement. Each will be paired with a Teaching Fellow, a novice educator who is still developing his or her teaching skills. Having multiple educators in the classroom increases instructional options; it models teamwork and collaboration for students, limits isolation and provides immediate peer support and coaching for teachers. Many teachers are unfamiliar with co-teaching; therefore, we will provide explicit training and support in areas such as roles and responsibilities in instructional planning, classroom management, assessment and communication with parents. Teachers will learn to deliberately select appropriate co-teaching modes based on lesson objectives, which include team teaching, teach and assist, parallel teaching, alternative teaching, and station teaching.

***Blended-Learning Model:*** Blended-learning is an evolving term that addresses the intersection of technology and instruction to maximize learning. VBP Indy intends to use an innovative classroom-based model that features students rotating between adaptive computer-based and teacher-led instruction. This model is appropriate for elementary students who need consistent structure, direction and support; it is based on what current brain research suggests about the learning process: students need to be challenged at the appropriate level. As cognitive psychologist Daniel Willingham points out, in order to engage students their instruction “has to aid in presenting problems as both challenging and solvable. And many technologies can do just that.” Blended-learning provides personalized lessons at the optimum level of challenge for each student by continuously assessing mastery and adjusting content and pace. In addition, the rotational model in and of itself enhances learning. “Varying the conditions under which learning takes place makes learning harder for learners but results in better learning” (Wiggins). Finally, blended-learning can enhance student motivation: studies find that computer games motivate learners by offering immediate feedback, increasing participation and reinforcing knowledge that together promote the application and transfer of skills and changes in behavior and attitudes (Sauvé et al). They can also provide positive emotional experiences and help students persist through negative experiences such as failure (Gee).

In practice, blended-learning at the school will look like this: each classroom will contain fifteen networked computers with headphones, and students will rotate on and off the computers throughout the day. With half the class engaged on computers, teachers can devote their attention to the other half through targeted small group lessons, doubling down on personalized instruction with teacher-student ratios no greater than 1 to 15. With two adults in the room this means small groups of about 7 students. The computer does not replace the teacher in this model; indeed, the teacher is involved in all aspects of classroom learning, from assigning specific tasks and programs on the computer to monitoring student progress to reviewing assessment results and revising groups and instructional methods.

A blended-learning model is only as successful as the tools that help teachers customize and coordinate computer-based and teacher-led instruction. Noting the importance of effective design and implementation, an innovative and critical component of our program is the use of the cloud-based Hybrid Learning Management System (HLMS) developed by Education Elements. Key features include:

- Teachers, administrators, students and parents can log on to one system to access a range of content, assessments and student performance data.
- Organized around student groups and subjects—not whole classes and grade levels—teachers can work with smaller groups of students and target instruction.
- Content can be quickly added and changed to provide students with developmentally appropriate and engaging materials.
- Curriculum can be supplemented with remedial and advanced content for all types of learners, including students with disabilities and English language learners.
- Ongoing formative assessment provides students and teachers with immediate feedback to inform teaching and learning.
- Teacher-created assessments can be incorporated along with those offered by content providers.
- Data analysis tools allow teachers to review progress by student, group, and standard and use results to plan future instruction and facilitate Response to Intervention.
- Integrated grade book provides holistic real-time view of student progress to teachers, administrators and parents.

Education Elements has experience working with successful start-up charter schools serving students similar to our target population, including KIPP Empower in Los Angeles, IDEA Public Schools serving 16 schools in the Rio Grande Valley in Texas and Alliance College-Ready Public Schools serving 20 schools in California. In addition, the state of Pennsylvania is using the HLMS as the backbone of its statewide Hybrid Learning Initiative.

A learning management system is nothing without great content. The Obama administration recently called for states to change their calcified curriculum adoption processes and accelerate the transition to digital textbooks and software. One of the great advantages of being a charter school is the ability to quickly modify curriculum to meet students' needs. The HLMS will allow the school to select from a diverse array of content providers. With the field of education technology evolving so rapidly, it does not make sense to specify now the digital content we will use at the school. When selecting digital content, the school's leaders will use the following criteria:

1. *Aligned:* Engaging content must support our curriculum and instructional objectives.
2. *Adaptive:* Lessons must continuously personalize instruction based on frequent assessment of student progress and mastery.
3. *Assignable:* Teachers must have some control over assigning lessons to address identified needs of individual students and coordinate with their instruction.
4. *Reporting:* Programs must provide useful feedback to both students and teachers.

Examples of computer-based programs that currently meet these criteria include Odyssey K-5 by Compass Learning, iStation, Dreambox and Learning.com.

While VBP Indy intends to implement a relatively new and innovative approach, blended-learning does have a track record and research base. Corporations, the military and higher education have relied on it for years to develop critical mastery of skills and knowledge. KIPP Empower, an elementary charter school in Los Angeles, uses a model close to our design with encouraging results: last year just 9% of its kindergarten students were reading at a proficient or advanced level at the start of the school year, but 96% were doing so by the end of the school year, as measured by the STEP literacy assessment. Similarly, on the SAT-10 test, 96% of students were performing at or above the national average in both reading and math. What's more, the KIPP Empower model accelerated many students beyond grade level: 30% of kindergarten students were reading at a 1<sup>st</sup> or 2<sup>nd</sup> grade level at the end of the year.

The larger impact on K-12 education is nascent. The 2006 report *Technology in Schools: What the Research Says* notes that "research on the effect of technology in learning is emerging. Overall, across all uses in all content areas, technology does provide a small, but significant, increase in learning when implemented with fidelity." Several recent studies have examined the underlying mechanisms of technology in the classroom and identify a common theme: how the teacher uses technology contributes significantly to the effectiveness of that technology. A review of the research on one-to-one computing (Fadel and Lemke) noted several studies that identified increased student engagement in learning. They also found that, in technology-intensive classrooms with effective implementation, instructional practices shifted to more collaborative, small-group work; used curricula that was more student-centered and problem-based; and produced more higher-order thinking skills.

We recognize that technology is no magic bullet and the successful implementation of this model requires:

- **Staff Development:** Teachers will receive ongoing training to understand how to group students, plan and assign appropriate lessons, review data, and revise groups and instruction. To that end we will provide implementation training and employ a full-time Blended-learning Manager to support teachers throughout the first year.
- **Meticulous Planning:** In order to tightly integrate online content and offline instruction requires that teachers regularly review student progress data, adjust flexible student groups and differentiate instruction to optimize learning. Our schedule will provide teachers with regular planning time and guidance.
- **Orderly Culture:** Teachers will establish structured routines and procedures for students working independently, using computers and transitioning between activities. School culture will be a major component of staff development and ongoing support.

**Pedagogy:** VBP Indy subscribes to the principles of Paideia. In Greek the word "paideia" means education or child-rearing. In classical Athens Paideia was a system of instruction in which students were taught language, history, logic, math and music. In modern times Mortimer Adler resurrected the term with the Paideia Proposal, which promoted a variety of instructional methods to address different learning situations. Paideia emphasizes three specific pedagogical techniques:

- **Didactic Instruction:** Typically teacher-centered, students acquire foundational information about a subject. Lecture, reading, demonstration and videos are common forms of didactic instruction. Assessment typically includes questioning and written quizzes and tests of basic knowledge. Didactic instruction will typically occur during whole class lessons and some computer-based instruction.
- **Intellectual Coaching:** Through practice students acquire expertise in skills of learning, such as reading, writing, calculating and observing. Teachers model, question and provide positive and corrective feedback. Assessment is often conducted through performance tasks with the use of checklists and rubrics. Our blended-learning and co-teaching model is designed to maximize small group instruction to facilitate the coaching relationship. Adaptive instruction and immediate feedback from some computer programs can fit the coaching model as well. Targeted coaching will be especially important for meeting the needs of at-risk students.
- **Paideia Seminars:** While most are familiar with Socratic seminars in college settings, the basic practice of expanding students' understanding of ideas, concepts and values can be translated to elementary classrooms as well. Paideia seminars typically include facilitated discussions using open-ended questions and can be used with all ages in all subjects. Assessment is often based on evaluation of oral responses as

well as presentations and written work. In preparing for a seminar, teachers use a variety of content reading strategies to help students build their comprehension of the seminar topic. The teacher also coaches individual students in speaking and listening skills in pre-seminar sessions, allowing at-risk students such as English language learners to effectively participate. During the seminar, students collaboratively use their reading, speaking and listening skills. Finally, the students write in response to the discussion.

**Subjects:** Each day our students will study humanities (reading, writing and social studies), math and science; they will also participate regularly in arts and fitness education as well as structured play. Character education is integrated throughout our curriculum. Below is discussion of our program for each subject; we reserve the right to change program components based on developments in the field or the hiring of staff who have expertise in alternative programs and make a compelling case for their substitution.

**Literacy:** Based on the experience of other successful elementary schools our program develops all five areas identified by the International Reading Association (IRA) and the National Association for the Education of Young Children as the foundation of early literacy success: oral language; phonological awareness; concepts of print; alphabet knowledge and writing; and comprehension. We intend to use the *Core Knowledge Language Arts Program*, which combines systematic phonics-based instruction in decoding skills with extensive read-alouds to build both oral language and background knowledge, i.e., word knowledge and world knowledge.

The program comprises two strands. The Skills Strand teaches decoding using synthetic phonics; it includes extensive phonemic awareness activities as well as repeated oral reading to build fluency. The Listening and Learning Strand lessons, comprised of read-alouds and oral language exercises, build on the fact that students' listening comprehension abilities outpace their reading comprehension abilities throughout elementary school. An ongoing study in NYC found Core Knowledge Reading (CKR) students made significantly greater gains in early literacy than peer students in all areas of reading tested: spelling, phonemic awareness, decoding, and comprehension.

The *Core Knowledge Language Arts Program* will be reinforced by computer-based skill building activities, guided reading, writing workshops and developmentally appropriate Paideia seminars. During rotation time the class is divided into three groups: one group is with a teacher for a 30-minute phonics and fluency lesson, one group is with another teacher for a 30-minute comprehension and vocabulary lesson, and the last group is using adaptive computer programs. The key elements of our literacy program include:

#### ***Instructional Methods***

- **Interactive Read Alouds:** Teachers model fluent reading, develop vocabulary and comprehension skills, and expose students to seminal texts.
- **Guided Reading:** In flexible small groups based on assessed reading levels, teachers coach students in comprehension strategies as they read and discuss a single text.
- **Independent Reading:** Students select and read "just right" books at their own independent reading level to develop comprehension skills and decoding strategies, build fluency and stamina, and acquire content knowledge.
- **Phonics and Word Study:** Vocabulary development with focus on spelling, phonics, and grammar to teach conventions of written and oral language.
- **Writing Workshop:** Teachers lead a mini-lesson with a clear teaching point followed by independent student writing. Teachers instruct students individually or through small-group instruction while continuously assessing their growth and development.
- **Computer-based Instruction:** Based on assessed needs, students are assigned specific skill-building and comprehension activities.
- **Paideia Seminars:** Teachers will use the Touchstones Discussion Method to help students search for answers to fundamental questions raised by text, images and art. This shared inquiry approach promotes student dialogue and debate.



### *Instructional Materials*

- **Core Knowledge:** The Core Knowledge Sequence identifies key skills, literacy and informational texts, sayings and phrases, speeches and vocabulary that will inform our selection of reading materials. The Core Knowledge Language Arts Program provides detailed curriculum maps and unit plans, which include summary description, key ideas, core content objectives, Common Core objectives, and cross curricular connections; they also explicitly identify future learning that depends on the content to be taught. In addition, texts and vocabulary are specified by lesson.
- **Junior Great Books:** Mortimer Adler noted three key criteria for including a book on the “great books” list: it addresses universal ideas and themes that have occupied the minds of thinkers throughout history; it has relevance to the problems and issues of our times; and the book can be read again and again with benefit. He identified truth, goodness, beauty, justice, liberty, and equality as key among the ideas that have characterized the great works of the Western tradition. We intend to use materials from the Great Books Foundation, including Great Books Read-Aloud for K-1 and Junior Great Books for 2-5.
- **Touchpebbles:** Selected to support Paideia seminars, Touchpebbles is a set of fables, poems, art, and literature selected to introduce young children to the fundamental concepts of group discussion. Once trained in the Touchstones Discussion Method, students compare their own points of view with others to improve their vocabulary and comprehension, evaluate arguments, present evidence, consider narrative context, and learn to respect the opinions of others.

**Mathematics:** We agree with recent research findings that basic math and reasoning instruction should start early in the education of our children and not wait until after children become readers. In a comparison of primary mathematics education in Singapore and the United States, the American Institute for Research concluded that the U.S. “lacks a centrally identified core of mathematical content that provides a focus for the rest of the system.” With this in mind the school will implement a coherent mathematics program beginning in kindergarten. It will emphasize incremental learning and extensive practice; major concepts are broken down into discrete components, put together over time, and then continuously reviewed and expanded upon. In addition, our math program will emphasize talking and writing mathematically, which are an essential part of the Common Core Standards.

### *Instructional Methods*

- **Math Meeting:** Every morning students will participate in a short and engaging meeting using an interactive bulletin board to orally practice math skills related to everyday life, e.g., calendar and time, temperature and weather, counting and patterning, graphs and money.
- **Didactic Instruction:** Most topics will be introduced through short mini-lessons that explain a mathematic concept or procedure and demonstrate its application.
- **Guided Math Groups:** Students will be provided with ample time to practice and explore concepts while teachers provide targeted coaching and support during guided math groups and centers.
- **Computer-based Instruction:** Math software programs personalize practice by continuously assessing student mastery and providing increasingly challenging problems. Using response analysis, these programs also help students explore why they chose specific answers and where their assumptions may have led them astray.

### *Instructional Materials*

- **Core Knowledge:** The Core Knowledge Sequence will provide the foundation for our scope and sequence. It goes beyond the Common Core Standards by including additional topics such as ordinal position, orientation in time (calendar), Roman numerals and temperature. We will supplement any areas that do not address the Common Core Standards.
- **Singapore Math:** We intend to use the Earlybird Kindergarten and the Primary Mathematics US Edition programs, which are aligned to the Common Core Standards. Content is presented in a logical sequence throughout the grades. Students begin solving simple multi-step word problems in 3<sup>rd</sup> grade using a technique called the “bar model” method and in later grades apply this method to more and more

difficult problems. The program also provides supplemental resources, including materials for enrichment and remediation as well as stories based on well-known children's fables and rhymes with mathematical concepts represented by pictures that can be discussed. Singapore Math is used throughout the country.

**Social Studies:** Our social studies program aims to provide students with a deep background in history, geography and government and provide them with the information needed to be productive citizens. In concert with our literacy program, teachers will help students develop their understanding of the world and their place in it. The study of American history begins in grades K–2 with an overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American history begins again in 3<sup>rd</sup> grade. World History explores major civilizations, cultures and religions. Geography begins with an introduction to the seven continents and their familiar landmarks and wildlife. In subsequent grades it expands to include a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

#### *Instructional Methods*

- **Didactic Instruction:** Students will be taught basic historical and geographic information necessary to understand more complex issues and concepts.
- **Project-based Learning:** Through hands-on immersive projects students will explore history and geography topics in a way that reinforces memory and understanding.
- **Paideia Seminars:** Social studies is ideal for discussions designed to elicit deeper understanding, and developmentally appropriate seminars will focus on important texts and events.

#### *Instructional Materials*

- **Core Knowledge:** Provides coherent and specific topics to be covered in each grade that are aligned across subjects.
- **Social Studies Alive!** This program by Teachers Curriculum Institute marries great content, meaningful technology, and interactive classroom experiences. An emphasis will be placed on analyzing primary sources such as historical documents, journals, letters, political cartoons and photographs.
- **Computer-based Content:** Our instructional staff will select programs and online content that provides engaging lessons about history and geography. Social Studies Alive! includes online resources, game-like reading challenges, and resources for English language learners and students with disabilities.

**Science:** Based on the experience of a growing number of charter schools, such as Success Academy, we intend to offer daily science classes beginning in kindergarten.

#### *Instructional Methods*

- **Didactic Instruction:** Students will be taught basic scientific information necessary to understand more complex issues and concepts as well as the skills needed to employ the scientific method.
- **Inquiry-based Learning:** Through hands-on labs students will participate in experiments and investigation using the scientific method. Explicit connections are made to other subjects.

#### *Instructional Materials*

- **Core Knowledge:** Spirals each year through topics in biology, chemistry, physics and earth science.
- **Full Option Science System (FOSS):** Modules include equipment kits, teacher guidance, and original student books that complement each FOSS module and integrate reading and language arts skills in the context of learning science.
- **Computer-based Content:** Modeling is an extremely effective way to increase conceptual understanding in science, and computer programs offer interactive lessons that allow students to individually manipulate and understand topics as small as the atom and as large as the cosmos. FOSS modules include a website

folio with interactive simulations, bulletin boards, and specific links to other Internet sites to reinforce and enhance the topic.

**The Arts:** As an essential element of classical education, the arts will be infused throughout the curriculum, providing frequent opportunities to sing, dance, listen to music, play act, read and write poetry, draw, paint, and make objects. In addition, we will provide arts classes in all grades; we intend to open with one or two of the arts (visual, dance, music, theater) depending on the expertise and skills of our first art teacher, and intend to offer additional arts as the school and staff grows. As children progress in their knowledge and competencies, they can begin to learn more about the methods and terminology of the different arts, and become familiar with an ever-wider range of great artists and masterworks. A good understanding of the arts grows out of at least three modes of knowledge—creative (i.e., making artworks), historical and analytical.

#### ***Instructional Methods***

- **Didactic Instruction:** Students will be exposed to examples of art throughout history and taught specific terminology and techniques of art production.
- **Project-Based:** Students will have hands-on opportunities to create art, such as paintings or music or songs, allowing for both self-expression and the development of technique.
- **Paideia Seminars:** Art serves as an excellent focus for discussion to sharpen students' critical thinking and allow them to make connections between their experiences and other cultures in time and space.

#### ***Instructional Materials***

- **Core Knowledge:** Provides in each grade topics related to elements of making and appreciating art, important artists, works of art, and artistic concepts, musical concepts and terms, and important composers and musical works.
- **Social Studies Alive!** Uses art to help students access and understand cultures and history.
- **Computer-based Content:** A variety of software allows students of all ages to express themselves artistically, including drawing, video, animation and music.

**Fitness:** A classical education addresses fitness of the mind, body and spirit. In this age of rising obesity and cultural shifts, we will teach students how to build and maintain their own health. We will develop a year-long scope and sequence that covers physical education, nutrition and safety, and expect our fitness teachers to design rigorous units and lessons with clear learning objectives and assessments.

**Character Education:** The virtues of justice, self-control, good judgment, courage and kindness will be infused throughout the curriculum and referenced regularly in classroom instruction. For example, students will study literature about and historical figures who exemplify our virtues. Core Knowledge, Junior Great Books, Social Studies Alive! and Touchpebbles all align with this approach. Research indicates that many children start school not ready to learn because they lack one critical skill: the ability to regulate their social, emotional and cognitive behaviors. Studies show that self-regulation (often called executive function) has a stronger association with academic achievement than IQ or entry-level reading or math skills (Blair; Normandeau & Guay).

#### **C. Assessment**

Results matter. We understand that our charter agreement will be a performance contract and fully expect to be held accountable for achieving high, measurable goals. We take our responsibility for educating each child seriously and view our charter as a commitment to parents to provide them with a life-changing option for their children. We have therefore designed the school with the future in mind and created an assessment system that will provide us with timely information with which to measure our progress and ensure we are on track to meeting all requirements for charter renewal in our 5<sup>th</sup> year of operation.

VBP Indy will implement a robust assessment system that includes the administration of diagnostic, formative, benchmark and summative assessments; protocols to ensure rigorous analysis of data and valid

and reliable results; and procedures for using results to inform instructional planning, program evaluation and accountability. We intend to be a learning organization dedicated to continuous improvement based on measurable indicators of performance and growth.

We will use a combination of standardized and teacher-developed assessment instruments, including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). The MAP uses computer-based adaptive assessments to evaluate individual students' proficiency levels. Students' scores are generated immediately, and full performance data with detailed information about specific concepts is available within 24 hours. Using backwards design techniques, teachers will also use state standards and the Core Knowledge Sequence to create high quality assessments with each item purposefully aligned to a specific learning objective.

**Diagnostic Assessments:** We will use diagnostic assessments to determine our incoming students' knowledge, skill levels and interests and to identify signs of special needs as part of our Response To Intervention (RTI) process.

- **Home Visits:** Each summer school staff will visit the homes of newly enrolled students to get to know the family, share school policies and procedures, and conduct informal diagnostic assessments. Using a protocol, they will evaluate topics such as alphabet knowledge, auditory and visual discrimination, counting and computation, and fine motor skills. They will also administer the Home Language Survey as the first step in identifying students eligible for ELL services.
- **NWEA MAP:** At the beginning of each year teachers will administer the MAP in literacy and mathematics. The MAP for Primary Grades includes screening assessments that measure the foundational skills of letter and number understanding. The MAP for upper grades covers reading, mathematics and language usage. These assessments will serve as baseline data against which growth will be measured throughout the year.
- **Reading Inventory:** The Principal will select an appropriate assessment tool, such as: Gates-MacGinitie, Brigance, Degrees of Reading Assessment 2, or Fountas and Pinnell. Teachers and students will set goals for increasing reading levels throughout the year.

**Formative Assessments:** Teachers will be expected to identify formative assessments in their lesson plans and conduct regular checks for understanding during instruction. Students will also be taught how to use formative feedback to maximize their own learning

- **Questioning:** Teachers will be trained to use appropriately rigorous levels of questioning based on Bloom's Taxonomy and Webb's Depth of Knowledge to ascertain students' content knowledge and conceptual understanding.
- **Checklists:** Teachers will develop grade-wide checklists to identify student mastery of specific skills. NWEA MAP includes ten Skills Checklist Reading tests and twenty-eight Skills Checklist Mathematics tests. These tests extend student assessment beyond the Screening tests and are used to inform instruction relative to the skills of phonological awareness, phonics, number sense, and computation.
- **Observation:** Teachers will be expected to document anecdotal evidence of student learning, especially through interactions during one-on-one conferencing and small group instruction.
- **Rubrics:** With guidance from instructional leaders, teachers will develop grade-wide rubrics to evaluate student work, especially writing and projects.
- **Computer-Based Assessments:** One of the criteria for selecting computer-based content providers is built-in assessments that offer immediate feedback. This allows both students and teachers to determine mastery and pace instruction appropriately. Moreover, parents can monitor students' learning and administrators can evaluate programs and teachers.

**Benchmark Assessments:** Teachers will administer benchmark assessments to measure progress towards goals.

- **Reading Inventory:** Teachers will use quarterly reading inventories to measure student progress in reading levels. Students identified through the RTI process for Tier 2 and 3 interventions may be assessed more frequently.
- **Writing Prompts:** As part of our writing program teachers will develop grade-wide writing prompts and use rubrics to evaluate mastery of skills.
- **NWEA MAP:** The MAP uses an equal interval RIT scale, which provides student performance levels regardless of grade level and allows evaluation of growth over time. In addition to baseline assessments at the beginning of the year, MAP tests will be administered quarterly in mathematics and literacy to measure progress towards goals.
- **Benchmark Tests:** In other subjects and based on our curriculum maps and scope and sequences, teachers will create benchmark assessments to evaluate student mastery of content in each subject, including familiarity with grade specific literature, poetry, speeches, sayings and phrases, historical events, geography, and mathematical and scientific concepts.

**Summative Assessments:** Students will be regularly evaluated on their mastery of skills and knowledge as defined by state standards and the Core Knowledge Sequence.

- **Indiana State Testing:** Beginning in 3<sup>rd</sup> grade all eligible students will take the state's mandated exams annually. We understand that the state's testing system is likely to change to reflect implementation of the Common Core Learning Standards and will administer all assessments required by the state.
- **Unit Tests:** Teachers will use assessments provided with curriculum programs and/or develop their own assessments to determine mastery of unit objectives. Emphasis will be place on performance-based assessments that require students to demonstrate mastery of skills and content knowledge.
- **NWEA MAP:** At the end of the year students will take the MAP tests to evaluate growth over the course of the school year and for comparison of year-to-year progress.

**Data Collection and Analysis:** The Principal will be responsible for coordinating the administration of assessments with most of the implementation delegated to classroom and learning support teachers. The Blended-learning Manager will assist with incorporating data into the Hybrid Learning Management System (HLMS). In addition, the NWEA MAP provides a Dynamic Reporting Suite that allows administrators and teachers to examine individual students, classes and school-wide performance. Explicit training will be provided to teachers on how to properly administer assessments, collect data, analyze results and develop action plans. Grade level teams will be expected to conduct formal "data-dives" monthly and create concrete action plans.

With students spending so much time on computers, a tremendous amount of data will be generated. One reason we chose the HLMS is the teacher dashboard, which provides robust data collection, analysis and reporting capabilities to support action. It aggregates data from an assortment of computer-based assessments, as well as any external or teacher-created assessments administered by the school. Moreover, it will be a standards-based system, meaning assessments will measure explicit skills and knowledge that can be discretely analyzed. Consequently, item and error analysis as well as disaggregation will be employed.

External assessments will be selected based on their validity and reliability. NWEA MAP was selected because of its rigorous design: The 2011 NWEA RIT Scale Norms Study provides growth and status norms based on grade level samples of at least 20,000 students per grade. These samples were randomly drawn from a test records pool of 5.1 million students, from over 13,000 schools in more than 2,700 school districts in 50 states. Rigorous post-stratification procedures were then used to maximize the degree to which both status and growth norms are representative of the U.S. school-age population. In order to ensure the validity of internal assessments, school leaders will examine the correlation between teacher-designed assessments and grades as well as the power of their results to accurately predict student performance on the state and other standardized tests. Instructional leaders will also work closely with teachers to increase reliability of

assessments through norming activities such as collaboratively evaluating student work together using rubrics and collecting anchor papers and projects to define proficiency levels.

**Reporting:** The HLMS provides parents with regular online access to their child's performance. In addition, VBP Indy will use a quarterly standards-based report card that informs parents of their child's level of proficiency across a number of learning domains, including subject area content and skills and character development. The report card template will be explained to families during a parent class at the beginning of the year so they know what their child is expected to learn and can evaluate growth and attainment. Report card conferences will be held four times per year. In addition, the parents of special education students will be kept informed in writing and in their home language of their child's progress in meeting both long-term IEP goals and short-term objectives. IEP progress reports will be distributed to parents concurrent with the distribution of report cards. In addition, the school will issue an annual report detailing aggregate student performance, enrollment and retention, financial status and other indicators of organizational health and viability.

**Promotion Standards:** We believe that it is in the best interest of our students that they demonstrate mastery of skills and knowledge rather than merely attend school and show effort. State standards and the Core Knowledge Sequence provide the framework for determining what a student should learn in each grade, which will inform promotion and retention decisions. We believe that a rigid formula does not make sense for deciding promotion from one grade to the next. Because our blended-learning and intervention programs allow teachers to personalize learning in a given subject, it is often not in the best interest of the student to repeat an entire grade with all of the same content in other subjects. Our Response to Intervention (RTI) Program is designed to identify struggling students early, implement targeted strategies to get them on track, and include parents in the process. Thus both teachers and parents will know if a student was at risk of not achieving grade level proficiency by the end of the year and what steps were taken to prevent failure. For students whose promotion remains in doubt, teachers will employ a protocol to holistically analyze a number of factors, including student performance data from standardized and state tests as well teacher developed assessments, including both achievement levels and the magnitude of progress made over the course of the year; grades; academic interventions; attendance; and behavior and discipline. Teachers will use the results to generate a recommendation based on the best interests of the student that will be shared with parents. The Principal will make the final decision.

#### **D. Special Student Populations**

The school intends to serve a predominantly low-income (as defined by qualification for the federal meals program) student population, including a large percentage of students with limited English proficiency (LEP) and a percentage of students with special needs that is comparable to nearby schools. The school will comply with all federal and state laws related to serving special needs and LEP students.

We anticipate that the majority of students we serve will enter below grade level. Our high expectations, strong school culture, intentional use of regular assessments, longer school week and year, and two blocks of literacy instruction in the early grades are all keys to ensuring that students who enter below grade level advance 1.5 years in literacy and mathematics until they reach grade level. Our blended learning model, which allows for incredible differentiation of instruction, will contribute not only to our success in serving students who are academically behind, but also students who are academically advanced.

**Serving Students with Special Needs:** The school will educate students with disabilities in the least restrictive environment, with their non-disabled peers, to the extent appropriate and allowed by each student's IEP. Specifically, the school will:

- Develop a special education team from the time of opening, including a special education coordinator (who will coordinate all annual reviews for each student's IEP and ensure that parents are regularly informed of their child's progress) and certified special education teachers, as well as speech and language therapists, occupational therapists, psychologists, social workers, and counselors who can be contracted

with on an as-needed basis.

- Use an extensive Response to Intervention process to ascertain early identification without over-identification, including holding school-wide RtI meetings every six to eight weeks, aligned with the assessment cycles, in which faculty and leaders meet to place students in tiered intervention groups to most effectively address their needs. Teachers will develop individual intervention programs that, along with students' IEPs, ensure that students are on track to achieve at- or above grade level and to meet or exceed the school's rigorous accountability goals.
- Provide rigorous training and support to ensure that general classroom teachers are knowledgeable about the needs of students with disabilities, are informed of their responsibilities for particular students, receive the support they may require to implement a student's program, and implement any necessary modifications or accommodations in their classes.
- Provide space and develop a schedule that allows student to receive needed services outside of the classroom while minimizing disruption to their regular instruction.
- Inform parents/guardians of their child's progress on a regular basis, through telephone calls, notes home, personal visits, and meetings, as well as a written report at least four times a year.
- Make every effort to obtain students' previous school records within a reasonable time. All special education records and files will be maintained in the Indiana Department of Education's ISTAR/ISTART7 database, which will allow for quicker access to student records, collaboration with the Indiana Department of Education and current updates on pertinent information and legislation, and monitoring of records and IEP's by school staff and contracted consultants from the Institute for School Excellence to ensure compliance and progress of all students receiving special education services.
- Review IEP's and Section 504 Plans of incoming students with the goal of determining what services can reasonably be provided using school resources and what will need to be provided via contract with an external provider. As required by state law, the special education coordinator will hold a move-in case conference within 10 school days, which will include the special education coordinator, parents/guardians, lead teachers, and the Principal.

***Serving Students with Limited English Proficiency:*** To effectively serve (and retain) LEP students, the school will:

- Identify students who are LEP, implementing Home Language Questionnaires, informal interviews in the student's native language and in English, and English language proficiency assessments such as the Language Assessment Scale Links.
- Provide all teachers with professional development training on techniques for detecting whether a student has English language deficiencies and on communicating with students designated as LEP and their parents/guardians. Training and professional development will include research-based language and literacy instruction strategies.
- Implement structured English language immersion. For students who require more intensive interventions, the school will be prepared to provide pull-out instruction and/or assignment to a certified aide, teacher, or qualified consultant.
- Conduct ongoing assessment of students' literacy and proficiency in the English language at least annually to determine whether continued special services are warranted.
- Provide regular communication with parents/guardians in multiple languages, translators at school meetings and functions, mentoring and tutoring from community partners, and specific Saturday workshops for parents on how to support their children's learning.
- Recruit teachers with proven track records of serving LEP students effectively.

### III. Organizational Viability and Effectiveness

#### A. Enrollment/Demand

The school plans to enroll 90 kindergarten and 90 1<sup>st</sup>-grade students in year 1. Consistent with our “smart start” philosophy, we will add 90 new kindergarten students each subsequent year until the school reaches full capacity serving grades K-8. Below are enrollment targets over the first five years of our school’s operation.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
<b>K</b>	90	90	90	90	90	90	90	90
<b>1</b>	90	90	90	90	90	90	90	90
<b>2</b>		90	90	90	90	90	90	90
<b>3</b>			90	90	90	90	90	90
<b>4</b>				90	90	90	90	90
<b>5</b>					90	90	90	90
<b>6</b>						90	90	90
<b>7</b>							90	90
<b>8</b>								90
	<b>180</b>	<b>270</b>	<b>360</b>	<b>450</b>	<b>540</b>	<b>630</b>	<b>720</b>	<b>810</b>

**Rationale for School Size:** Our enrollment plan balances the following premises:

- Students who obtain a solid literacy and numeracy foundation are much more likely to succeed in their future academic and professional careers. Therefore, we plan to open an elementary school in order to reach students as early as possible and put them on the trajectory to high school and college.
- Given the challenges of creating a new school with an innovative academic program, we believe it prudent to devote our resources to opening with just kindergarten and 1<sup>st</sup> grade and then add one grade each year.
- We anticipate class sizes of 28-30, but using a blended-learning model with a Lead Teacher plus a Teaching Fellow will allow a teacher to student ratio of about 1:15.

**Demand for School:** Conversations with community, non-profit, and education leaders, coupled with a review of Census tract data in our target geographies and an assessment of the public education options for children in those neighborhoods lead us to believe that there is sufficient demand for the school we are proposing. In addition, Cathedral High School has begun engaging in community outreach in our target neighborhoods for the new charter school, including conducting several service projects and organizing a series of soccer camps for young children. By May of this year, we expect to have a list of families in our target geographies with a strong interest in sending their children to our new school.

**Recruitment:** The school will engage in extensive efforts to inform families about the new school. We will knock on doors and recruit families in supermarkets and bodegas, community centers, and apartment complexes and public housing; reach out to community-based organizations, local non-for-profit and civic organizations, local businesses, and religious organizations; and host information sessions at day care centers, Head Start programs, afterschool programs, and youth centers. Parental outreach and recruitment activities will be conducted in English and Spanish.

**Enrollment Process:** The school’s admissions practices will comply with State law and applicable Federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws,



including, but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990.

Enrollment in the school will be open to all students. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, or ancestry, or any other criteria that would be unlawful.

As per IC 20-24-5-5, the school will enroll any eligible student who submits a timely enrollment application except when the number of applications for a grade level exceeds capacity. If the school receives a greater number of applications than there are spaces for students, each timely applicant will be given an equal chance of admission via a lottery process.

The school will hold an open enrollment period for a specific two-week period. The school's open enrollment period will include some evening and weekend times to accommodate the diverse needs of families. The school will provide notice of open enrollment by:

- Mailing and e-mailing notice of the open enrollment period and an application to all families who inquire about the school;
- Posting written notice of the open enrollment period at the school facility and at area libraries, community centers, and day care centers; and
- Placing written notice of the open enrollment period in local newspapers.

Applications will be available in neighborhood community centers and on-line, and we will e-mail, mail, or fax applications upon request. If fully completed applications exceed the number of spaces available, the last business day of the open enrollment period will be the deadline for applications to be drawn by a random selection lottery process. Complete applications received after the open enrollment period closes, but before the lottery, will not be eligible to participate in the lottery, but will be added to the end of the waiting list created at the time of the lottery. Guaranteed space will be given to students enrolled and admitted the prior year, and priority in the lottery will be given to siblings of students already enrolled and students who qualify for the federal meals program.

A random selection lottery process will be held within four weeks of the close of open enrollment. The school will notify all applicants of the public drawing's time and place. Names will be drawn until all classroom seats are filled, then a waiting list will be established, in the order in which they were drawn, to fill openings during the school year for which the student applied. After all eligible names are drawn, the names of applicants who filed after the close of open enrollment will be added. Applications received after the deadline will be added in the order in which they were received.

Applicants on the waiting list must resubmit an application for the following year prior to the enrollment window for the next academic year. Once admitted, students will remain eligible to be admitted for successive years without having to re-enter the selection process.

## **B. Governance and Management**

VBP's founding team is diverse group of community representatives and educational experts. The board members fully support the mission of the school and serve because they believe in the goals of the school. The members represent a broad area of expertise including finance, organizational management, law, accounting/auditing, fundraising, philanthropy and community leadership, educational leadership, and business. The founding board will recruit and select additional members in accordance with the by-laws. Below is a description for each member of the Board of Directors that summarizes his or her experience, qualifications, relevant affiliations and what they contribute to the founding group of VBP. Please see Attachment B for Board Member and School Leader Fellow resumes, memoranda, and background waivers.

### Applicant(s)/Founding Group

Name	Relevant experience/qualifications/affiliations	Proposed role(s)
David Adams	<p><b>Experience:</b> Significant executive management experience in both publicly traded and private businesses; Indiana Executive Director of the Public Employees Retirement Fund; board leadership for both public and private institutions, including Purdue Research Foundation, University of Louisville Speed School of Engineering, and Teachers Retirement Fund; founded numerous businesses in state of Indiana</p> <p><b>Expertise:</b> Entrepreneurship; organizational start-up, management, growth, operations, systems and procedures, quality assurance, and finance; government affairs and policy</p>	Board Member
Dennis Casey	<p><b>Experience:</b> Senior Vice President of Commercial Markets for a Fortune 50 company, responsible for overseeing the strategic planning, growth, and profitability of business with annual revenues exceeding \$25 Billion; board leadership for a variety of not-profit community-based organizations including the March of Dimes, Gleaners Food Bank, The Indianapolis Zoo, and the 500 Festival Inc.</p> <p><b>Expertise:</b> Financial, marketing, and organizational skills; business and community relationships developed over 33 years in Indianapolis</p>	Board Member
Patricia Castañeda	<p><b>Experience:</b> KeyBank manager of Latino affairs for central Indiana; first person to be appointed in Marion County government to serve the Spanish-speaking community as the Hispanic Services Coordinator for the Marion County Prosecutor's Office; manager of fundraising and special events for Fiesta! Indianapolis</p> <p><b>Expertise:</b> Indianapolis Latino business and community outreach, fundraising and special events, marketing, government affairs</p>	Board Member
Marty Dezelan	<p><b>Experience:</b> Founding board member of two urban charter schools, KIPP Indianapolis and KIPP LEAD in Gary; chair of Mapleton Fall Creek Development Corporation's Education Task Force; member of St. Richard's Episcopal Day School board of directors; former director of Ball State University charter schools office</p> <p><b>Expertise:</b> Urban K-12 education, philanthropy, non-profit start-up and management, actively involved in issues related to urban neighborhoods in Indianapolis</p>	Board Chair
Rafael Sanchez	<p><b>Experience:</b> Partner at Bingham McHale and member of the firm's Recruiting Committee, Culture Committee, and Pro Bono Committee; 2012 Super Bowl Host Committee; board of directors of Greater Indianapolis Chamber of Commerce and chair of Hispanic Business Council; Multi-Cultural Task Force at The Children's Museum; director and vice-chairman of La Plaza; Indiana Continuing Legal Education Forum; President's Council of Indiana Sports Corp.; member of Mayor's Commission on Latino Affairs and Mayor's Public Safety Personnel Diversity Task Force</p> <p><b>Expertise:</b> Legal, non-profit board leadership, business and community outreach, government affairs</p>	Board Member
Stephanie Saroki de García	<p><b>Experience:</b> Middle and high school teacher in Oakland and South Bronx; launched and for 5 years led the K-12 education programs for a national organization of philanthropists</p> <p><b>Expertise:</b> Urban K-12 education, philanthropy, non-profit start-up and management</p>	Board Member
Raul Zavaleta	<p><b>Experience:</b> Served on the Diocese of Lafayette-in-Indiana committee to build new K-8 schools, Diocese of Lafayette-in-Indiana committee to start the first Catholic High School in Indiana in 40 years, and board member of La Plaza for 7 years (including 2 as Board Chair); currently serves on the boards of the United Way of Central Indiana and Marian University</p> <p><b>Expertise:</b> Philanthropy, school and other non-profit start-up and board development, Hispanic outreach, business</p>	Board Member

**Organizational Structure:** The Board of Directors will be comprised of 5-9 community, business, and education leaders all committed to improving educational opportunities for underserved children in Indianapolis. The Board will have all the powers and duties permitted by law to oversee the business, property, and affairs of the charter school; will maintain sole fiduciary responsibility and will exercise hiring and firing authority of the principal. The Board shall be responsible for governance, policymaking and overseeing implementation of the school's philosophy of education, as set forth in the six Cornerstones. Board members have a responsibility to solicit input from, and opinions of, the parents and guardians of students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

The Board of Directors will operate in accordance with its Articles, Bylaws and applicable Indiana open meetings laws. The Board will completely support the mission of the school and will serve because of a strong belief in its goals. Board members will represent a broad area of expertise. The Board will meet bi-monthly, with the Chair presiding over meetings.

VBP Indy is an Indiana not-for-profit corporation that has applied for federal tax-exempt status pursuant to section 501(c)(3) of the Internal Revenue Code. The IRS Determination Letter, Articles of Incorporation, and By-laws are attached hereto as Attachments D, E, and F respectively.

**Roles and Responsibilities:** Below is an outline of the major roles and responsibilities of the Board of Directors, Principal, and key personnel of the school.

*Board of Directors:* The primary responsibility of the Board of Directors will be to help set policies and work with the Principal guiding the school. Responsibilities include but are not limited to:

- Establish and maintain, within the six Cornerstones, all policies governing the operation of the charter school;
- Ensure that the school adheres to the goals outlined in this charter, as well as state and federal guidelines;
- Hold the Principal accountable for the academic and fiscal responsibility of the school;
- Provide support to the school for additional fundraising, marketing, and other services as needs arise; and
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations, and corporate entities that support education through noncommercial relationships.

*Board Chair:* The responsibilities of the Board Chair include but are not limited to:

- Prepare the agenda for all board meetings;
- Preside over and direct the board meetings in accordance with parliamentary procedures defined by Robert's Rules of Order;
- Assist in cultivating community partnerships; and
- Ensure board activities are in compliance with the statutes and regulations.

*Principal:* The role of the Principal is to implement the six Cornerstones in the operation of the school. The Principal will report to the Board of Directors, and will direct the activities of the teachers and other staff. Responsibilities include but are not limited to:

- Recruit, select, and evaluate all instructional and non-instructional staff;
- Manage instructional and non-instructional staff;
- Coordinate student and teacher programming, including curriculum development;
- Manage everyday operations including crisis management and life safety compliance;
- Maintain school budget records;
- Write, sign, or co-sign all school checks; and
- Serve as the lead person for cultivating community partnerships.

*Other Key Personnel:* The Director of Operations will oversee the ongoing operations at the school, ensuring implementation and maintenance of clear systems that allow the Principal and instructional staff to focus on students. The Technology Manager, in consultation with the Principal and instructional staff, will manage all aspects of the school's blended learning technology program, including staff training, data collection, and assessment.

In general, the Board of Directors will be responsible for setting policies consistent with the six Cornerstones, and the Principal will be responsible for carrying out those policies. The Principal will coordinate all campus level planning and decision making that involves the school's professional staff, parents, and community members, and will establish and review the school's educational plans, goals, performance objectives, and major classroom instructional programs.

- **Curriculum.** The Principal will be responsible for ensuring that overall curricular policy remains faithful to the school's mission. The Principal will implement that policy and develop and maintain, with input from teachers, a cohesive K-8 curriculum. The Principal will also be responsible for implementation of the Indiana Academic Standards and for working with parents and teachers to provide differentiation where necessary to meet the needs of students not achieving expectations.
- **Personnel.** The Principal will be responsible for staffing, and the Board of Directors will enter into contracts with school employees.
- **Budget Allocation and Vendor Selection.** The Principal, after consultation with the schools' governing bodies, will submit an annual budget to the Board of Directors during the spring of each year. The Board of Directors must approve the annual budget each fiscal year and conduct yearly independent financial audits. The Principal will have latitude in determining how funds are best used within certain budget categories and vendor selection. The Board of Directors will be responsible for long-range financial and facilities planning. The Board of Directors intends to work with an outside service provider or bookkeeping services and in order to ensure compliance with state financial accounting procedures.
- **Purchasing.** The Principal and Treasurer of the Board of Directors can sign checks. Payments in excess of \$10,000 will require the signature of both. The Director of Operations, in consultation with the Principal, will be responsible for soliciting bids from various vendors (food services, office supplies, furniture, telecommunications, etc.) and utilizing this list to make purchases when necessary.

Attachment C includes an organizational chart of VBP Indy.

***Recruitment, Selection, Development of Board Members:*** The board will be self-perpetuating, and selection will comply with the By-laws. The qualifications sought in Board candidates will include but not be limited to:

- A dedication to furthering the vision and mission of the school;
- Willingness and ability to contribute appropriate time and energy necessary;
- Ability to work within a team structure;
- Expectation that all children can and will realize high academic achievement; and
- Specific knowledge, experience, and/or interest in supporting the school.

The Principal will work closely with each Board member to ensure alignment with the school's mission, culture, and goals. Attachment J includes Expectations for the Board of Directors.

### **C. Community Partnerships**

VBP believes that thoughtful community partnerships will be a major factor in its success. VBP will pursue opportunities for community participation in order to access resources for our students, foster our students' feeling of belonging to and responsibility for their community, and encourage the community to feel a sense of responsibility toward our students.

***Cathedral High School:*** VBP has forged a strong partnership with Cathedral High School (CHS), a well-established and highly-reputed institution in Indianapolis. CHS has been providing an outstanding learning and growing experience for young men and women from all over central Indiana for over 90 years. CHS serves some 1,250 students in grades 9-12 from more than 130 grade schools—one of the most diverse high school populations in Indiana. A full 100 percent of CHS graduating seniors are accepted to colleges and universities across the country, and for the last two years, each student graduating from the school has attended a four-year college. Many receive scholarships and awards; for example, the Class of 2009 earned \$27 million in scholarships and awards. CHS has twice received the Blue Ribbon School of Excellence designation from the U.S. Department of Education. The school offers diverse co-curricular activities in academic, cultural and athletic disciplines. Eleven academic departments provide more than 188 course offerings, taught by more than 100 faculty and staff members.

CHS is working to help launch the new charter school. CHS is helping to identify and secure a facility to house the school; has recommended several founding charter school board members; has helped build the advisory board and committees focused on providing expertise and guidance to the charter school around operations, fundraising, finance, and marketing; and is developing a plan to engage CHS teachers and students in supporting the school as mentors, coaches, and tutors.

Long-term, CHS will continue to provide board leadership and assistance around the charter school facility. Most importantly, CHS faculty and students be heavily engaged in supporting the school as volunteers, coaches, mentors, and tutors. Every year, Cathedral students collectively engage in over 30,000 hours of community service because serving others is core to the school's identity. We fully expect a significant portion of those hours to be devoted to supporting the new charter school of excellence for underserved children.

VBP will seek to partner with other organizations in the community that are dedicated to helping students obtain high character and academic goals. VBP outreach efforts to date have involved meetings with community and business leaders at two-dozen organizations, including:

- La Plaza
- Eli Lilly and Company, Ola Group
- Mexican Consulate
- The Mind Trust
- Hispanic Business Council, Greater Indianapolis Chamber of Commerce
- Goodwill Industries of Central Indiana, Inc.
- Archdiocese of Indianapolis
- St. Vincent Health
- Marian University
- Harrison College
- KeyBank, Central Indiana
- Whitewater Valley Presbytery
- “I’m In” Coaching Best

Attachment G includes letters from individuals and organizations indicating their willingness to support the new school. VBP will continue to reach out to a wide range of community leaders, local organizations, and families throughout the school development process.

## **D. Budget and Financial Matters**

Please see Attachment A for a five-year budget, cash flow analysis, and budget assumptions. Note that our plan currently calls for raising nearly \$200k for start-up (in addition to Walton Family Foundation start-up funding) in order to fully cover our expenses. The plan calls for a principal, operations director, blended learning technology manager, and a lead teacher and teaching fellow for each classroom of students, as well as office support and special education and LEP staff.

The school's funding sources will be diverse. The per pupil payments from local and state sources and federal school funding programs will be combined with other grants and donations, as well as financing depending on the final facility plan. The Principal along with the Board of Directors will fundraise for the school. Fundraising prospects include primarily contributions from high-net-worth individuals, as well as foundation grants, corporate sponsorships, and community fundraisers. The annual goal of this fundraising campaign will be to generate an additional \$1,000 per student in the early years in order to offset the costs of starting small, Saturday enrichment classes and the extra school supplies and instructional materials required for our longer school week and year.

We will be applying to the Walton Family Foundation for start-up funding. We have also submitted a proposal to the Gates Next Generation Learning Challenge (final decisions will be made by June 2012). The board has developed a set of local individuals who we will be asking to financially support the school.

VBP has secured commitments from the following people for in-kind donations and pro-bono services:

- Tom O'Neil, owner/president, OfficeWorks – In-kind furniture contributions
- Joshua B. Fleming, attorney, Frost, Brown, Todd LLC – Pro bono legal counsel
- Ana Pinto-Alexander, president, Maregatti Interiors – Pro bono architecture and design services
- John A. Crisp, principal, Cassidy Turley – Pro bono real estate services

Should the board fail to raise the necessary \$200k in private start-up funding, then we will likely propose launching the school with 2<sup>nd</sup>-graders as well as kinder and 1<sup>st</sup>-graders, reduce the pool of faculty bonuses, and make other more minor adjustments to our budget. In working with Bookkeeping Plus, a budget that includes 2<sup>nd</sup>-graders would not require additional private fundraising.

## **E. Transportation**

We are committed to implementing a transportation plan that ensures the school is open and accessible to all students. We are committed to locating the school in an underserved neighborhood, where we anticipate that 70% of students will reside within a one-mile radius. We anticipate that a majority of students will be able to walk to the school, be driven to the school, or ride public transportation to the school with a parent/guardian. In our start-up years, we will also organize a car-pool system for families that are not able to walk or drive their children to the school. In future years, we will evaluate the need for and feasibility of contracting with a private school bus carrier to provide transportation to students in accordance with the set policies of the board. In such an instance, transportation would be offered to students residing more than one mile from the school. Satellite bus stop locations would be established in areas beyond the one-mile radius of the school, as needed.

## **F. Facility**

We have not yet identified a facility for the school, but we are working with Cassidy Turley to help identify a suitable facility. In addition, we have had conversations with LISC about financing capital improvements once the facility is identified.

**ATTACHMENT A**

**Five-year Budget, Cash Flow Analysis & Budget Assumptions**

**Proposed Charter School: VBP Indy Inc.**  
**13-14 STAFF REQUIREMENTS**

	Cert/Non-Cert	GL	2013-2014		FICA	SUI	TRF/PERF	INS	TOTAL
<b><u>ADMINISTRATIVE</u></b>									
Principal	Certified	24100.110	70,000		5,355	700	5,250	5,000	86,305
Dean of Students	Non-Certified				-	-	-	-	-
Curriculum Coordinator	Certified	24100.110	-		-	-	-	-	-
Social Worker	Non-Certified	24100.120			-	-	-	-	-
Operations Director	Non-Certified	24100.120	55,000		4,208	700	4,125	5,000	69,033
Admin Asst	Non-Certified	24100.120	30,000		2,295	700	2,250	5,000	40,245
<b>TOTAL ADMINISTRATIVE</b>			<b>155,000</b>	<b>28%</b>	<b>11,858</b>	<b>2,100</b>	<b>11,625</b>	<b>15,000</b>	<b>195,583</b>
<b><u>INSTRUCTIONAL - Certified</u></b>									
Kindergarten	Certified	11100.110	40,000		3,060	700	3,000	5,000	51,760
Kindergarten	Certified	11100.110	20,000		1,530	700	1,500	5,000	28,730
Kindergarten	Certified	11100.110	-		-	-	-	-	-
Kindergarten	Certified	11100.110	-		-	-	-	-	-
Kindergarten	Certified	11100.110	-		-	-	-	-	-
First Grade	Certified	11100.110	40,000		3,060	700	3,000	5,000	51,760
First Grade	Certified	11100.110	40,000		3,060	700	3,000	5,000	51,760
First Grade	Certified	11100.110	40,000		3,060	700	3,000	5,000	51,760
First Grade	Certified	11100.110	-		-	-	-	-	-
First Grade	Certified	11100.110	-		-	-	-	-	-
ESL	Certified	11100.110	40,000		3,060	700	3,000	5,000	51,760
Art	Certified	11100.110	-		-	-	-	-	-
Techonolgy - Blended Learning Manager	Certified	11100.110	40,000		3,060	700	3,000	5,000	51,760
Special Ed	Certified	11100.110	22,500		1,721	700	1,688	5,000	31,609
Title I Coach	Certified	11100.110			-	-	-	-	-
<b>TOTAL CERTIFIED INSTR</b>			<b>282,500</b>	<b>51%</b>	<b>21,611</b>	<b>5,600</b>	<b>21,188</b>	<b>40,000</b>	<b>370,899</b>
<b><u>INSTRUCTIONAL - Non-Certified</u></b>									
Instructional Coach		11100.120	25,000		1,913	700	1,875	5,000	34,488
Instructional Coach		11100.120	25,000		1,913	700	1,875	5,000	34,488
Instructional Coach		11100.120	25,000		1,913	700	1,875	5,000	34,488
Instructional Coach		11100.120	25,000		1,913	700	1,875	5,000	34,488
Instructional Coach		11100.120	12,500		956	700	938	5,000	20,094
<b>TOTAL NON-CERTIFIED INSTR</b>			<b>112,500</b>	<b>20%</b>	<b>8,606</b>	<b>3,500</b>	<b>8,438</b>	<b>25,000</b>	<b>158,044</b>
			395,000						
<b>TOTAL</b>			<b>550,000</b>	<b>1</b>	<b>42,075</b>	<b>11,200</b>	<b>41,250</b>	<b>80,000</b>	<b>724,525</b>
									<b>174,525</b>

\* Insurance benefits are estimated at \$5000 per employee for the 13-14 year; annual increase at 15%



**Proposed Charter School: VBP Indy Inc.**  
**Budget for Planning Year 2013-2014**

	Jul '11	Aug '11	Sept '11	Oct '11	Nov '11	Dec '11	Jan '12	Feb '12	Mar '12	Apr '12	May '12	June '12	TOTAL
<b>Income</b>													
Federal Start Up Grant							-	50,000	50,000	50,000	50,000	50,000	250,000
Walton Grant	-	-	-	-	-	30,000	20,000	40,000	40,000	40,000	40,000	40,000	250,000
Contributions										-			-
LISC / LEED Grants	-									-			-
Foundation Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Income</b>	-	-	-	-	-	30,000	20,000	90,000	90,000	90,000	90,000	90,000	500,000
<b>Expenses</b>													
<b>General Admin</b>													
Supplies							500	500	500	500	500	500	3,000
Salary & Wages							6,000	6,000	6,000	6,000	6,000	6,000	36,000
Contracted Admin Support	-	-	-	-	-	-	2,500	2,500	2,500	2,500	2,500	2,500	15,000
Taxes & Benefits							2,125	2,125	2,125	2,125	2,125	2,125	12,750
Community Relations	-	-	-	-				1,250	1,250	1,250	1,250	1,250	5,000
<b>Total General Admin</b>	-	-	-	-	-	-	11,125	11,125	12,375	12,375	12,375	12,375	71,750
<b>Facilities Expense</b>													
Facilities / Construction	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounting Services							7,000	1,200	1,200	1,200	1,200	1,200	13,000
Professional Services							-	-	-	-	1,600	-	1,600
Maintenance							-	-	-	350	350	-	700
<b>Total Facilities Expense</b>	-	-	-	-	-	-	7,000	1,200	1,200	1,550	3,150	1,200	15,300
<b>Technology Expense</b>													
Professional Services		-				-			-		5,000	5,000	10,000
Equipment & Furniture								15,950			150,000	150,000	315,950
Software (Komputrol)							2,000						2,000
<b>Total Technology Expense</b>	-	-	-	-	-	-	2,000	15,950	-	-	155,000	155,000	327,950
<b>Total Expense</b>	-	-	-	-	-	-	20,125	28,275	13,575	13,925	170,525	168,575	415,000
<b>Ending Cash Balance</b>	-	-	-	-	-	30,000	29,875	91,600	168,025	244,100	163,575	85,000	85,000

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# Proposed Charter School: VBP Indy Inc.

5-Year Forecast 2013-2018

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Student Count</b>					
Kindergarten	90	90	90	90	90
1st Grade	90	90	90	90	90
2nd Grade	0	90	90	90	90
3rd Grade	0	0	90	90	90
4th Grade	0	0	0	90	90
5th Grade	0	0	0	0	90
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
Total	180	270	360	450	540
<b>ADM</b>	<b>135</b>	<b>225</b>	<b>315</b>	<b>405</b>	<b>495</b>
% Increase		50%	33%	25%	20%

	1st School Year	2nd School Year	3rd School Year	4th School Year	5th School Year	Comments
<b>Income</b>						
Basic Support	472,500	1,260,000	1,890,000	2,520,000	3,150,000	Assumes \$7000 / Student (Actual \$ Recd)
Common School Loan	472,500	315,000	315,000	315,000	315,000	
Student Lunch Revenue	50,410	75,615	100,820	126,025	151,230	
Contribution Income	-	-	-	-	-	GOAL: \$200K before launch, \$75K by end of 1st yee
Facility Grant	24,300	45,000	-	-	-	Based on current #'s w/ 10% decrease
Federal Grants	369,400	416,750	194,542	218,859	240,745	
Interest Income	-	1,500	1,500	1,500	1,500	
Other Income	16,600	15,000	15,000	15,000	15,000	Textbook Reimb and E-Rate
<b>Total Income</b>	<b>1,405,710</b>	<b>2,128,865</b>	<b>2,516,862</b>	<b>3,196,384</b>	<b>3,873,475</b>	
<b>Expenses</b>						
<b>Instructional Expenses</b>						
Salaries & Wages	447,500	638,425	937,578	1,276,329	1,509,619	3 new teachers during growth years & 3 new IA
Payroll Taxes & Benefits	139,059	218,227	352,532	527,893	686,821	Includes bonus
Supplies/Materials/Equipment	74,000	154,720	34,362	35,049	35,750	
Professional Services	273,750	281,963	40,421	41,634	42,883	
Training Expenses	11,500	10,000	10,000	10,000	10,000	
Other Expenses	-	-	-	-	-	
Total Instructional Expense	945,809	1,303,334	1,374,892	1,890,905	2,285,073	
<b>General &amp; Administrative</b>						
Salaries & Wages	165,000	169,950	225,049	266,800	329,804	1 new admin each year in 3-5
Payroll Taxes & Benefits	47,948	54,325	79,130	103,192	140,316	
Supplies/Materials/Equipment	13,800	21,321	29,281	37,699	45,239	
Professional Expenses	43,800	45,114	46,467	47,861	49,297	
Community Relations	5,000	5,000	5,150	5,305	5,464	
Other Expense	3,500	3,605	3,713	3,825	3,939	
Total General & Administrative Expense	279,048	299,315	388,790	464,681	574,060	
<b>Facilities Expense</b>						
Supplies/Materials/Equipment	3,600	3,708	3,819	3,934	4,052	
Rent/Leasehold Improvements	180,000	240,000	300,000	360,000	420,000	
Professional Services	42,600	43,878	45,194	46,550	46,550	
Utilities/Property Tax	30,600	43,200	54,000	64,800	75,600	
Insurance Expense	24,350	27,272	30,545	34,210	37,631	
Total Facilities Expense	281,150	358,058	433,558	509,494	583,833	
<b>Technology Expense</b>						
Supplies/Materials/Equipment	50,000	15,000	15,000	15,000	15,000	
Professional Services	68,000	45,040	46,391	47,783	49,216	
Total Technology Expense	118,000	60,040	61,391	62,783	64,216	
<b>Debt Service</b>						
Common School Loan Payment	-	50,000	75,000	135,000	135,000	
Total Building Debt Service Expense	-	50,000	75,000	135,000	135,000	
<b>Other Expense</b>						
Transportation Expense	-	-	-	-	-	
School Lunch	53,700	82,967	113,941	145,274	177,816	
Other Expenses	600	618	637	656	675	
Total Other Expenses	54,300	83,585	114,577	145,930	178,491	
<b>Total Expense</b>	<b>1,678,306</b>	<b>2,154,331</b>	<b>2,448,209</b>	<b>3,208,794</b>	<b>3,820,673</b>	
<b>Net Income</b>	<b>(272,596)</b>	<b>(25,466)</b>	<b>68,652</b>	<b>(12,409)</b>	<b>52,802</b>	
<b>Ending Cash Balance</b>	<b>(187,596)</b>	<b>(213,062)</b>	<b>(144,410)</b>	<b>(156,819)</b>	<b>(104,017)</b>	

**ATTACHMENT B**  
**Leadership Information**

**David J. Adams**  
**djventures@msn.com**  
**(317) 557-9714**

David Adams is a successful executive and entrepreneur focused on generating quantifiable results for organizations across a wide range of industries. Adams has not only grown companies from infancy into multi-billion dollar publicly traded organizations, but has assisted a diverse set of Fortune 500 companies in gaining quantifiable value. Adams applies his 25 years of national and international expertise to small to mid size organizations seeking growth, operational, executive or liquidity expertise. Adams has successfully founded numerous businesses and maintains ownership in a number of companies.

Adams was also recruited by Governor Daniels to lead the turnaround of the multi-billion states public pension systems in Indiana. Adams efforts resulted in the pension system being nationally recognized as the top 'Public Pension Plan of the Year'. Adams successfully implemented performance management and was recognized by Governor Daniels as the top-performing agency each quarter under his guidance. Adams' efforts led to the successful consolidation of the state's public and teacher's pension system becoming a national model for other states. Adams also created the \$155M Indiana Investment Fund (IIF) focused on investing in Indiana based businesses. Adams performed numerous media interviews in radio, print and television on a local and national basis including appearances on CNBC, Inside Indiana Business and Business Week.

Before being recruited by the Governor, Adams had a distinguished career successfully founding businesses as well as growing a business, i2, from \$4M to \$1.1B all in 7 years. During that time the company became publicly traded and held a market capitalization at its peak of \$45B. During his tenure, Adams held senior management responsibilities in North and South America as well as operations in Europe, Middle East and Africa. Adams successfully grew the domestic and international organizations by 200%-450% and grew the EMEA operations from 7%-18% of total company revenues during the extraordinary growth.

Adams has won numerous awards and was most recently named one of 'Indiana's Leading Entrepreneurial Business Mentors' by the State of Indiana. Adams' serves and has served on a number of boards including Purdue Research Foundation, Strategic Healthcare Group, Vesta Capital Partners, Chairman of the Teachers Retirement fund as well as the Conexis Executive Advisory board.

Adams is a graduate of the University of Louisville with a Bachelor's and Master's in Industrial Engineering and currently serves on the Dean's Board of Advisors for the Speed School of Engineering as well as the Industrial Engineering Board of Advisors.

To: Mayor Gregory A. Ballard, City of Indianapolis

From: David J Adams

Date: February 28, 2012

Re: VBP Indy, Inc. Charter School Application

I am working with VBP Indy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

### **Experience**

- Significant executive management experience in both publicly traded and private businesses
- Served as Governor Daniels Executive Director of the Public Employees Retirement Fund
- Board leadership for both public and private institutions serving on Purdue Research Foundation and University of Louisville Speed School of Engineering as well as having chaired the Teachers Retirement Fund
- Founded numerous businesses in state of Indiana

### **Knowledge**

- Bachelors and Masters degrees in Industrial Engineering
- Significant start-up management experience
- Named as one of 'Indiana's Leading Business Mentors'
- Board governance

### **Conflicts of Interest**

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at 317-557-9714 or [djventures@msn.com](mailto:djventures@msn.com).



**Confidential Resume  
For  
Dennis W. Casey  
11261 Mirador Lane  
Fishers, Indiana 46037  
(317) 577-9775**

**OBJECTIVE**

To obtain an executive level position in corporate management, that offers diverse responsibilities in developing and implementing strategic initiatives, which improve corporate financial performance and enhance personal growth.

**EDUCATION**

**Georgetown University**, Washington, D.C. - B.S.B.A. Marketing Management, graduated with Honors, June 1974.

**Indiana University Kelley School of Business**, Bloomington, IN - Masters of Business Administration, June 1992.

**PERSONAL**

Age 53, married, three children, enjoy golf, hockey, and youth sports

**EXPERIENCE**

**WellPoint Inc. Indianapolis, Indiana, 2008-Present**

- \***Senior Vice President, Commercial Markets** responsible for the operations, growth, and profitability for 13 Blue Cross and Blue Shield Companies
- \*Oversight for the development of strategic plans in each market detailing how the organization will continue to survive and grow post health care reform
- \*Responsible for the sale and retention of multi line products in each state including Life, Dental, Disability, and Vision products
- \*Served as the Business liaison to the Operations Council responsible for implementing corporate wide product, network, and comprehensive operational strategies

**Anthem Blue Cross and Blue Shield, Indianapolis, IN, September 2000 to 2007**

- **President, Indiana Plan**, responsible for the profitability, operations and growth of all group business in Indiana.
- Profitability grew from \$14M in 2000 to \$174M in 2005.
- Membership grew from 450,000 to 700,000 during the same period.
- Facets operating system was implemented resulting in standardized products and networks across the Central Region.
- Double digit operating margin ranks among the best in WellPoint, Inc.
- Division has been a consistent leader in the sale and retention of specialty products.

**Anthem Blue Cross and Blue Shield Inc., Indianapolis, IN. July 1997 to September 2000**

- **Vice President – Indiana Sales**, responsible for the growth and profitability of \$500,000,000 in managed health care revenues.
  - Functional responsibilities include the management of sales and retention of HMO, POS, and PPO clients with a sales staff of 60 producers and support personnel.
  - Assist in the development of provider network strategies and contracting processes to insure effective cost of care and access for corporate clients.
  - Assist in the development of financial strategies including pricing and underwriting methodologies that result in achieving corporate profitability targets.
- Implement consolidated administrative, claims, and billing systems to reduce costs and increase corporate profitability.

**Acordia Small Business Benefits, Inc., Indianapolis, IN. February, 1995 to July 1997**

- **President and Chief Executive Officer**, responsible for the growth and profitability of \$28,000,000 in brokerage and administrative revenues.
- The company produced net profit margins in excess of 30% and was ranked second among thirty Acordia operating companies in total profits.
- Developed and implemented the first small group HMO product for Anthem Blue Cross and Blue Shield in Indiana in 1996.

**Health Plan Administration - June, 1996 to July, 1997**

In addition to my responsibilities as President and CEO of Acordia Small Business Benefits, Inc., I was assigned the responsibility of integrating a variety of national managed care initiatives undertaken by Acordia. My responsibilities included:

- Delivering administrative, cost containment, data management, and systems development services to health plans, government agencies, and integrated health systems.
- The implementation of integrated technology for health plans including electronic imaging, automated claims processing, capitation services, and data reporting.
- The management and marketing of an automated transaction processing system for Medicare intermediaries.
- The administration of federal and state contracts including Medicare, Medicaid, and state high risk pools.
- Medical management services including case management, peer review, and utilization review processes.

Dennis W. Casey  
Page 3

**Acordia Financial Industry Services, Inc., Indianapolis, IN. April, 1989 to**

**February, 1995**

- **President and Chief Executive Officer**, responsible for the expansion and diversification of Acordia in the financial services market.
- During the five-year period, corporate revenues grew from \$3.6 million to \$22.1 million.
- Net income grew from \$340,000 in 1989 to \$6.2 million in 1994.
- Major product lines included managed health care administration and property and casualty brokerage services.

**Blue Cross and Blue Shield of Indiana, Indianapolis, IN - Jan., 1981 - April, 1989**

- **Director, Commercial Division Sales**, (1985 – 1989), responsibilities included the development and distribution of small group products on a retail and brokerage basis.
- New business sales increased by 34%.
- Named Director of Marketing for Key Health Plan, the first Blue Cross/Blue Shield HMO initiative in Indiana (1984).
- Manager of Brokerage Sales (1981-1984) developed and implemented the first statewide brokerage distribution system for Blue Cross and Blue Shield of Indiana.

**American Bankers Life Assurance Company, Miami, FL - July, 1979 - December, 1980**

- **Regional Group Manager**, responsible for the sale of group life and disability products through Blue Cross and Blue Shield sales representatives.

**Nationwide Insurance Companies, Pittsburgh/Erie, PA - July, 1975 to July, 1979**

- **Group Sales Representative**, responsible for the sale of group insurance and pension products to small business clients.

February 16, 2012

To Whom It May Concern,

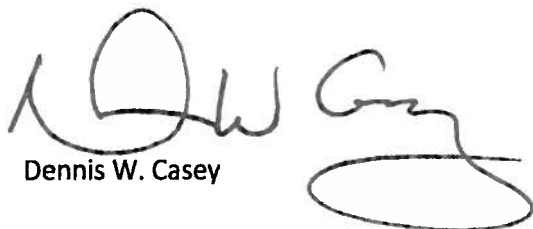
I am writing to provide you with some detail regarding my credentials to serve as a member of the Board of Directors of VBP Indy, Inc. I am currently the Senior Vice President of Commercial Markets for a Fortune 50 company. In this role I am responsible for overseeing the strategic planning, growth, and profitability of our business with annual revenues exceeding \$25 Billion. I believe the financial, marketing, and organizational skills that I have developed during my career in a large corporation will assist VBP, Indy Inc. in its efforts to open a new Charter School in Indianapolis by September, 2013. I plan to engage other community leaders in support of this effort through business and community relationships that I have developed over the past 33 years in Indianapolis.

In addition to the business acumen that I bring to the Board, I believe my personal passion regarding the mission of our school will provide strong motivation to me and hopefully our entire Board of Directors, ensuring our success. I do not know of a better use of our time or financial resources than to invest in our children, providing them with the opportunity to participate in a world class educational experience that will serve them for the remainder of their lives.

I have had the opportunity to serve on a variety of not for profit community based Boards of Directors including the March of Dimes, Gleaners Food Bank, The Indianapolis Zoo, and the 500 Festival Inc. I believe that each of us have a responsibility to participate in the development of our communities and insure that they remain vital and strong for years to come. My participation on these boards reflects my commitment to this goal.

An important element in our plan for success for VBP. Indy Inc. is our partnership with Cathedral High School. Cathedral has a long tradition of providing high quality, challenging, and ethically based education to thousands of students in the Indianapolis area. I have served as a member of the Board of Directors of Cathedral High School for the past five years. It was through my affiliation with Cathedral that I became aware of the Charter School initiative. I immediately recognized an opportunity for Cathedral to utilize its rich resources of students and teachers to reach out to younger members of our community and enrich their lives. As a Board member, I have worked with our school administration and our Executive Committee to create a plan that would enable Cathedral to partner with VBP Indy and create a new educational opportunity in our city. I hope to continue to act as a liaison between the VBP Indy and Cathedral Boards of Directors to insure that we have a meaningful and productive partnership for many years to come.

In closing, I want to express my sincere interest in creating an educational experience for children in Indianapolis that will be viewed as a model for successful Charter Schools across the nation. I believe I can provide value to our Board of Directors and do so without any potential conflicts of interests with my business or personal affiliations.



Dennis W. Casey

2/16/2012

## **Patricia Castañeda**

Patricia Castañeda is the manager of Latino affairs for central Indiana for KeyBank.

Patricia was the first person to be appointed in Marion County government to serve the Spanish-speaking community as the Hispanic Services Coordinator for the Marion County Prosecutor's Office. During that time, Patricia spent countless hours working with numerous non-profits and doing outreach to various Latino communities. She has also managed fundraising and special events for Fiesta! Indianapolis, a cultural organization that promotes Hispanic Arts and Culture. Originally from Lima, Perú, she came to Indianapolis in 1986 after spending 10 years in Monterrey, México.

To: Mayor Gregory A. Ballard, City of Indianapolis  
From: Patricia Castañeda  
Date: February 29, 2012  
Re: VBP Indy, Inc. Charter School Application

I am working with VBP Indy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

**Experience:** Manager of Latino affairs for central Indiana for KeyBank; first person to be appointed in Marion County government to serve the Spanish-speaking community as the Hispanic Services Coordinator for the Marion County Prosecutor's Office; manager of fundraising and special events for Fiesta! Indianapolis

**Knowledge:** Indianapolis Latino business and community outreach, fundraising and special events, marketing, government affairs

**Conflicts of Interest:** I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at 317-841-5134 or Patricia\_M\_Castaneda@KeyBank.com.

Martin S. Dezelan  
Resume

### **Occupation**

#### **Dezelan Insurance Agency, President January, 2006 – Present**

- Responsible for managing a team of nine
- Primary agency producer, with a focus on commercial insurance, including developers, schools, and not-for-profit organizations
- Responsible for all internal operational issues

#### **Ball State University, Director of Office of Charter Schools January, 2002 – December, 2005**

- First full time director of newly created Office of Charter schools
- Developed all processes and procedures for reviewing, approving, and holding accountable, new charter schools authorized by Ball State University
- Primary liaison between College of Education and other areas of the University, including University President
- Traveled the state working with existing schools, start-up schools, and interested organizations
- Directly involved in the approval and opening of eighteen charter schools throughout Indiana

### **Community Activities**

#### **Mapleton Fall Creek Development Corporation**

- Former board chair and board member
- Current chair of Education Task Force
- Current member of advisory board

#### **KIPP LEAD College Prep Charter School, Gary, IN**

- Former board chair

St. Richards Episcopal Day School, former board member

Indiana State Chamber of Commerce Education Committee, member

Trinity Episcopal Church, member

To: Mayor Gregory A. Ballard, City of Indianapolis

From: Martin S. Dezelan

Date: February 27, 2012

Re: VBP Indy, Inc. Charter School Application

I am working with VBP Indy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

### **Experience**

- Founding board member of two charter schools, KIPP Indianapolis and KIPP LEAD
- Chair of Mapleton Fall Creek Development Corporation's Education Task Force
- Member of St. Richard's Episcopal Day School Board of Directors

### **Knowledge**

- K-12 urban education
- Philanthropy
- Non-profit start-up and management
- Actively involved in issues related to urban neighborhoods in Indianapolis

### **Conflicts of Interest**

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at 317.860.0342 or [mdezelan@dezelan.com](mailto:mdezelan@dezelan.com).



# RAFAEL A. SANCHEZ

2700 Market Tower  
Indianapolis, IN 46204-4900

Phone: (317) 635-8900  
E-mail: rsanchez@bgdlegal.com

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## PROFESSIONAL EXPERIENCE

### **Bingham Greenebaum Doll, LLP, Indianapolis, IN (f/k/a Bingham McHale, LLP)**

*Partner - Business Litigation and Business Advisory Practice Groups, Sept. 2002 – present;  
Member of the firm's Recruiting Committee, Culture Committee, and Pro Bono Committee,  
Chair, Summer Associate Program*

- Primary Practice Area – Business Litigation: Manage and handle all aspects of civil and commercial litigation. Prepare legal memoranda, litigation motions and documents. Conduct legal research and analysis and client counseling. Conduct hearings, trials, depositions, mediations, negotiations, and oral arguments.
- Secondary Practice Areas – Business Advisory, Diversified Business Solutions; Media Law: Assist individuals and enterprises with corporate matters involving entity selection, reorganizations, acquisitions, dissolutions, and business succession plans. Assist with negotiations, business planning, and drafting of contracts of all types.

### **Indiana Tax Court, Indianapolis, IN**

*Judicial Clerk to the Honorable Thomas G. Fisher, Summer 2000*

- Conducted legal research and analysis. Prepared draft opinions and memoranda. Attended oral arguments and served as bailiff.

### **National City Bank of Indiana, Fort Wayne, IN**

*Branch Manager, September 1996 – June 1999*

- Led branch in becoming #7 out of 123 branches in sales performance throughout the state of Indiana.

## EDUCATION

### **Indiana University School of Law - Bloomington, IN**

*Doctor of Jurisprudence, May 2002*

Activities: Co-Executive Competition Coordinator – Moot Court Board;  
Moot Court– Top 10 Best Oralist; Top 10 Best Brief;  
Qualified for Octofinalist  
Study Abroad Program: Esade – Barcelona, Spain, Spring semester 2001  
Member Latino Law Student Association  
Legal Intern, Student Legal Services

### **University of Puerto Rico – Rio Piedras, PR**

*Bachelor of Arts in Social Sciences, May 1996*

Major: Political Science  
Honors: Dean's list, three of eight semesters  
Activities: Student Representative, Department of Social Sciences

## BAR ADMISSIONS

United States Supreme Court, August 2010  
State of Indiana, May 2002  
U.S. District Court, Northern and Southern District, Indiana, May 2002  
United States Court of Appeals, Seventh Circuit, September 2008

## PROFESSIONAL MEMBERSHIPS

American Bar Association: Litigation and Business Sections  
Indiana State Bar Association: Member, Wellness Committee (2011-present); Chair, Committee on the Federal Judiciary (2009-11); Member, Planning Committee for Summit on Disparity in the Juvenile Justice System; Chair, Latino Affairs Committee (2005-2006); Co-Chair, Latino Affairs Committee (2004-2005); Litigation Section; Young Lawyers Section.  
Indianapolis Bar Association: Vice President, Board of Managers (2008); Fellow, Bar Leadership Series III; Representative to the Indiana State Bar Association House of Delegates (2005-2008); Young Lawyers Division, Litigation Section, Former co-chair of PASS (Supplemental Bar Review Course); Steering Committee, Bar Leader Series IV, V and VI, Former Instructor – Multi-state Professional Responsibility Exam (MPRE)

## FELLOWSHIPS / HONORS

Recognized as a “Forty under 40” by the Indianapolis Business Journal (Feb. 2011)  
Recognized as a “Rising Star” by Indiana Super Lawyers (2010, 2011, 2012)  
Keynote Speaker, Hudson & Holland Scholars Program, L.E.A.D. Conference (Oct. 2010)  
Keynote Speaker, Men & Women of Color Conference, Indiana University - Bloomington, (Nov. 2010)  
Finalist, Law Category, Indy’s Best and Brightest (Sept. 2008)  
Graduate of Class XXXII of the Stanley K. Lacy (SKL) Leadership Series (June 2008)  
Indianapolis Bar Association Board of Managers, Vice President (2008)  
Fellow, Indiana Bar Foundation (2006)  
Recipient of the “Up and Coming Lawyer” award, *The Indiana Lawyer* (2006)  
Selected for the 2006 Cornelius Family Leadership Mission to Israel, Anti-Defamation League (November 2006)  
Graduate of Class III of the Indianapolis Bar Association’s Bar Leader Series (2005)  
Fellow, Indiana Conference for Legal Education Opportunities (1999)

## CIVIC INVOLVEMENT

2012 Super Bowl Host Committee, Co-Chair, Emerging Business Subcommittee; Super Bowl Speakers Bureau (2010–2012)  
Board of Directors, Greater Indianapolis Chamber of Commerce (Jan. 2011 – present); Executive Committee (2012); Business Advocacy Committee / Political Action Committee (2011–present); Co-Chair, Emerging Leaders Subcommittee, Leadership Exchange (2011)  
Chair, Hispanic Business Council, Greater Indianapolis Chamber of Commerce; Vice-Chair

(2011); Chair, Mentor-Protégé Task Force (2010-2011)  
 Trustee, Cancer Support Community (May 2010–present); Chair, Governance Committee  
 Board of Directors, Business Ownership Initiative (2011 – present)  
 Steering Committee, Leadership Greater Indianapolis (2011-present)  
 Board of Directors, Executive Committee, Indiana Continuing Legal Education Forum (ICLEF)  
 (Oct. 2010 – 2011)  
 Advisory Board, Indiana Supreme Court, Court Interpreter Certification Program (2008-present)  
 President's Council, Indiana Sports Corp. (2007–2011)  
 Advisory Board, The Indiana Lawyer (2007–present)  
 Commissioner, Mayor's Commission on Latino Affairs, Indianapolis (Jan. 2006–2008)  
 Member, Mayor's Public Safety Personnel Diversity Task Force (2009–present)  
 FBI Citizen's Academy, Class of 2006  
 Former member, In-Touch Editorial Board, *The Indianapolis Star* (Feb. 2005-May 2006)  
 Former member, Multi-Cultural Task Force, The Children's Museum  
 Former Director and Vice-Chairman of the Board of Directors, La Plaza, Inc.  
 Former Director and Secretary of the Board of Directors, Indianapolis Hispanic Chamber of  
 Commerce

#### SKILLS / ACTIVITIES

Verbal and written proficiency in Spanish  
 CLE Program Chair, "Winning Before Trial: The 10 Keys to Winning Depositions, ICLEF  
 (July 2007, 2008, 2010); "Common Criminal/Family Law Issues Affecting Latinos" (Sept. 2005)  
 Extensive travel abroad  
 Faculty Member, ICLEF Trial Advocacy Skills College (2011, 2012)

To: Mayor Gregory A. Ballard, City of Indianapolis  
From: Rafael Sanchez  
Date: February 29, 2012  
Re: VBP Indy, Inc. Charter School Application

I am working with VBP Indy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

**Experience:** Partner at Bingham McHale and member of the firm's Recruiting Committee, Culture Committee, and Pro Bono Committee; 2012 Super Bowl Host Committee; board of directors of Greater Indianapolis Chamber of Commerce and chair of Hispanic Business Council; Multi-Cultural Task Force at the Children's Museum; director and vice-chairman of La Plaza; Indiana Continuing Legal Education Forum; President's Council of Indiana Sports Corp.; member of Mayor's Commission on Latino Affairs and Mayor's Public Safety Personnel Diversity Task Force

**Knowledge:** Legal, non-profit board leadership, business and community outreach, government affairs

**Conflicts of Interest:** I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at 317.635.8900 or [rsanchez@bgdlegal.com](mailto:rsanchez@bgdlegal.com).

# Stephanie Saroki de García

[H] 202-641-3202 ❖ [W] 202-223-1857 ❖ [H] saroki@yahoo.com ❖ [W] stephanie@SetonPartners.org

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## WORK EXPERIENCE

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### SETON EDUCATION PARTNERS

Washington, DC

**Co-founder & General Partner**, May 2009 - Present

*Co-founded new K-12 education non-profit focused on revitalizing urban Catholic education in America and leveraging public charter schooling to develop a new, "break-the-mold" approach to achieving the academic, character, and social justice goals of urban Catholic education.*

- Recruited and cultivated board of business and civic leaders committed to Seton's mission.
- Raised over \$3.5 M from individuals and foundations (all in the midst of a recession) for a start-up seeking to re-imagine Catholic schools for underserved children.
- Spearheaded and currently managing the launch of two new charter schools in Indianapolis and NYC, slated to open in fall 2013. Commissioned a detailed legal analysis to guide school design and implementation, built local boards for the schools, recruited and vetted strong candidates uniquely suited to lead these new schools, led identification of suitable facilities, and organized writing of charter school applications.
- Worked with managing partner to pilot a technology intervention in two inner-city Catholic schools in San Francisco that merged to help the school substantially reduce operating costs and increase the academic performance of its students. This pioneer school will show the way for many other schools to use educational technology to achieve the same savings/improvements, and it may help make Catholic education a leader in an area that has great potential but is in need of people who care deeply about relationships (and not only test scores).
- Provided intensive guidance/technical assistance to the Archdiocese of Indianapolis in the conversion of two Catholic schools into charter schools, preserving a strong educational option for over 400 disadvantaged children in the city.
- Commissioned and produced three one-of-a-kind case studies on the conversions of Catholic schools into charter schools and the launching of charter schools by the Christian Brothers in Chicago (two studies widely distributed by Seton and one distributed by *Education Next*).
- Co-hosted an oversubscribed conference with the University of Notre Dame on financing options for at-risk Catholic schools.
- Awarded *Mind Trust Fellowship for Education Entrepreneurs*.

### THE PHILANTHROPY ROUNDTABLE

Washington, DC

**Senior Director of K-12 Education Programs**, January 2006 - May 2009

**Director of K-12 Education Programs**, September 2003 - December 2005

*Launched and directed K-12 education program for national association of individual donors, foundation trustees and staff, and corporate giving executives. Program aimed to help philanthropists achieve an excellent education for every child.*

- Built organization's first, most active, highest impact, and best-funded affinity group.
- Developed and managed a program budget of over \$500k. Program became self-financing within first two years.
- Developed and hosted a series of conferences on K-12 education giving, attracting over 1000 new and existing philanthropists a year. Content emphasized excellence in teaching and leadership, freedom and accountability for schools, and high standards and expectations for students of all backgrounds.

## **THE PHILANTHROPY ROUNDTABLE** *continued*

- Managed private strategic working group meetings for the nation's leading charter school funders. Meetings led directly to the development and funding of several multi-million dollar national charter school projects.
- Organized private, customized seminars for significant new donors to education reform and provided individual consulting on education investment strategy, directly influencing tens of millions of grant dollars.
- Commissioned and managed development and publication of one-of-a-kind publications on effective K-12 education giving, including *Investing in Charter Schools* (two editions), *Achieving Teacher and Principal Excellence*, and *Saving America's Urban Catholic Schools*.
- Hired, managed, and supervised a deputy director and multiple interns.
- Built and managed new partnerships with other philanthropic organizations, including Grantmakers for Education, The Gathering, Association of Small Foundations, and regional associations of grantmakers.

## **OFFICE OF MANAGEMENT AND BUDGET**

*Washington, DC*

### **Office of Information and Regulatory Affairs (OIRA) Intern**, Summer 2002

- Reviewed regulations for the Departments of Education, Justice, Labor, and Transportation to ensure adequate consideration of alternatives and analysis of benefits and costs. Discussed policy, economic, and legal issues with agency representatives, political appointees, business/industry interests, and the general public. Worked extensively on the final regulations for the *No Child Left Behind Act*.
- Evaluated, negotiated, and approved forms and surveys to improve the quality of information collected by federal agencies, including the Departments of Education, Health and Human Services, Justice, and Labor.
- Developed recommendations for how OIRA should evaluate federal human research protections for minors.

## **TEACH FOR AMERICA**

*Oakland, CA*

### **English Teacher**, September 1998 - June 2000

Participated in nationally acclaimed corps of recent college graduates who commit to teaching in the nation's most hard-to-staff public schools. Designed and implemented rigorous instructional program for 150 tenth- and eleventh-grade students. Assessed student progress and adjusted instructional strategies to increase student achievement. Managed a wide-range of learning, emotional, and behavioral needs.

- Spearheaded an advanced English language and literature after-school program.
- Organized a wide-range of community service activities and educational field trips.
- Received award for "Excellence in Academic Instruction" each year for dramatically raising student achievement.

## **EDUCATION**

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### **HARVARD UNIVERSITY, Kennedy School of Government** *Cambridge, MA*

Master in Public Policy, June 2003 - Concentration in Child, Family, and Education Policy

**Dean's Fellow** (Awarded to top two merit-based applicants)

### **UNIVERSITY OF CALIFORNIA, BERKELEY**

*Berkeley, CA*

Bachelor of Arts in Psychology and Rhetoric, May 1998 (3.92 GPA)

**Highest Honors in General Scholarship** (Summa Cum Laude), **Phi Beta Kappa**

To: Mayor Gregory A. Ballard, City of Indianapolis  
From: Stephanie Saroki de Garcia  
Date: February 29, 2012  
Re: VBP Indy, Inc. Charter School Application

I am working with VBP Indy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

### **Experience**

- Middle and high school teacher in Oakland and South Bronx, serving student population that was over 90% minority and low-income and earning "Excellence in Teaching" award each year
- Launched and for 5 years led the K-12 education programs for a national organization of philanthropists, including organizing private strategic working group meetings for the nation's leading charter school funders
- Co-founded national non-profit organization focused on urban K-12 education

### **Knowledge**

- K-12 urban education
- Philanthropy
- Non-profit start-up and management

### **Conflicts of Interest**

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at 202.641.3202 or [stephanie@setonpartners.org](mailto:stephanie@setonpartners.org).



# Raul E. Zavaleta

## CEO, Indigo BioSystems

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### CORE COMPETENCIES:

- Strong organizational development skills that produce highly effective teams
- Management style geared to accomplishing results with a sense of urgency tempered and disciplined by a penchant for quality of work
- Innovation and creativity to develop efficient business and operational models
- High integrity and professionalism that earns confidence and trust not only from peers and subordinates, but also from customers, investors, and vendors
- International experience with an excellent understanding of global issues surrounding international business strategies
- Verbal and written fluency in English and Spanish with some understanding of French.

### PAST EXPERIENCE:

**Maaguzi, LLC**  
(Now OutcomeLogix  
Group of Phase Forward,  
Inc.)  
**Indianapolis, Indiana**  
**2007 – 2009**

#### PRESIDENT AND CEO

Joined this organization first as a consultant and then accepted the position of President and CEO.

#### ***Selected Accomplishments***

- Developed a market penetration strategy that focused on late phase studies and electronic patient reported outcomes.
- Negotiated agreement among shareholder groups to restructure the equity ownership and convertible loans to a common structure.
- Negotiated agreements with software development partner to pay off overdue payment and restructure development agreement.
- Raised \$3M from current and new private investors to pay outstanding debt and clean up the balance sheet positioning the company for additional venture capital to take advantage of the company's rich sales pipeline and momentum.
- Negotiated an acquisition by Phase Forward, Inc. (NASDAQ:PFWD) for \$11M in cash. Phase Forward has since been acquired by Oracle Corp.

**Volatus Advisors, LLC**  
**Indianapolis, Indiana**  
**2000 - Present**

#### CO-FOUNDER, PARTNER

Co-founded this organization with the mission to provide consulting services to emerging companies wishing to accelerate their growth. Volatus provides mentoring, executive consulting, strategic and operational planning.

#### ***Selected Accomplishments***

- Helped a start-up scientific software company develop a business plan comprising of a redesigned business model, a revised management structure, enhanced interpretation of market research data, and a complete set of financial projections. This helped secure venture capital funding that launched the company. Continue serving as an advisor to the company through its development period. (2006-2009)
- Helped start a DNA testing laboratory, assuming responsibility for developing the business plan, establishing a management structure, and securing the initial \$2M funding needed to launch the company. Continue to serve on the Board of



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Managers. (2005-2009)

- Structured and managed the spin-out of a pharmaceutical clinical research business unit from its public company parent into an independent private company. This assignment required developing a business plan, structuring a management team, procuring the funding required, and negotiating the buy-out terms. (2002)
- Helped the management team of a start up Drug Discovery Company through its formation including fund raising, strategy development, and evaluation of strategic partners and key vendors that have moved the company from ideas to a portfolio of three drug candidates entering human clinical trials. Served as advisor and board member until institutional investment was acquired. (2001 – 2005)
- Advised founder of business consulting firm to focus on Health Information Exchange (HIE) sector helping the company grow into a leading HIE consulting company in the country sought by various state and municipal agencies forming Regional Health Information Organizations. (2004-2009)
- Helped the management team of a start-up proprietary software-as-a-service solution company develop a business plan, raise investment capital, form a capable management team, and develop an operational plan that helped the company grow from \$0 to \$30M in revenue in five years and a successful exit for the investors through an acquisition by a strategic buyer. Continued as an advisor and board member until its acquisition. (2000- 2005)

**AVANTEC, Inc.**  
**Carmel, Indiana**  
**1994 – 1999**

**FOUNDER, PRESIDENT AND CEO**

Founded AVANTEC with the objective to provide a sound outsourcing solution to pharmaceutical and biotechnology companies to accelerate their product to market. AVANTEC pioneered the concept of continuous data acquisition in clinical trials, which it used successfully to decrease the time from last patient visit in a clinical trial from 75 days to less than 2 weeks.

***Selected Accomplishments***

- Raised \$12 million of private capital on a combination of equity and debt to start and grow the company.
- Completed a Joint Development Agreement with a major pharmaceutical company to develop real time applications for worldwide drug development.
- Grew the company to annual revenues of \$6 million and a backlog of \$14 million of contracted work.
- Pioneered the implementation of continuous data acquisition raising the standard for availability of clinical trial data after study completion from 75 days to 10 days.

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**SciCor S.A**

(Now Covance, Inc.)  
**Geneva, Switzerland**  
**1992-1993**

**PRESIDENT**

Started the European subsidiary of SciCor Inc. to service Western Europe and Middle East in Geneva, Switzerland. Responsible for the entire operation, researched and selected the site, recruited personnel, developed and implemented marketing plan, negotiated vendor agreements, and established operations, including the completion of a laboratory facility.

**Selected Accomplishments**

- Realized sales of 11 million Swiss Francs (\$7.3 million) in the first year of operation (1992), achieving budgeted amounts for revenue and expense. In its second year (1993), increased sales to 27 million Swiss Francs (\$18 million).
- Built an infrastructure to support the successful operation of the company for many years by recruiting a staff of highly dedicated and talented professionals and establishing workflow and operating procedures based on quality. The infrastructure included a facility to support laboratory workstations, sample processing areas and the production of shipping kits.
- Built strong relationships with several US and European pharmaceutical companies doing clinical research in Europe and Middle East, all of which awarded the company return business after the initial contracts as proof of their satisfaction for the service rendered.
- By diligently working with courier vendors and implementing innovative control processes, successfully developed a credible logistical system that allowed the delivery of the service within the target period of 48 hours. The establishment of an acceptable transportation network was ranked by the customers as the key issue in the success of the company. This network was established, tested, and used in several contracts for all Western European countries, several Eastern European countries, and Israel.

**SciCor Inc.**

(Now Covance, Inc.)  
**Indianapolis, Indiana**  
**1985-1991**

**CO-FOUNDER, VICE PRESIDENT INFORMATION SYSTEMS**

With three other partners started this company in 1985. SciCor was the first laboratory to be dedicated to serve the pharmaceutical companies in clinical trials laboratory testing and laboratory data management. The company grew from 4 employees in 1985 to over 300 employees in 1991, and from \$0.8 million in revenue to over \$30 million. The company was acquired by Corning Inc. in 1991 for \$70 million and incorporated into the group of companies now known as Covance.

**Selected Accomplishments**

- Designed, developed, and implemented the proprietary software that enabled the company to provide pharmaceutical research with unique and innovative laboratory data management services. This software, named ZAVACOR®, provided the company with a competitive advantage still unequaled by the competition.
- Designed, developed, and implemented most of the operational and work flow procedures used in the production of specimen collection kits, in the receipt and processing of laboratory specimens, and in the production and distribution of laboratory reports.
- Researched and pursued new business opportunities and help set the strategic direction of the company. Established operational strategies as necessary to accommodate the business growth.

**Cedars-Sinai Hospital  
Los Angeles, California  
1985**

**MANAGER, LABORATORY INFORMATION SYSTEMS**

Responsible for the management of information resources serving the laboratory of this 1200+ bed hospital, one of the largest hospitals in the United States. Cedars-Sinai is well known not only for being the hospital of choice by many famous entertainers, but also for its dedication to research. The position required a total overhaul of the information systems in place.

**Selected Accomplishments**

- Established a technology strategy aimed at improving the productivity of the staff of all laboratory disciplines, decreasing the time necessary for the medical staff to receive laboratory reports, and enhancing the connectivity to the patient records system and all other ancillary systems.
- Completed the plan to replace existing hardware and software to meet the strategy objectives.
- Led the hospital committee charged with expanding the profitability of the laboratory by offering its services to nearby clinics and hospitals.

**Bio-Science Laboratories  
(Now part of Quest  
Diagnostics, Inc.)  
Van Nuys, California  
1980-1985**

**SUPERVISOR OF LABORATORY COMPUTER SYSTEMS**

Managed a team of 8 system analysts and computer programmers. Had overall software development responsibilities for the laboratories of this well reputed organization. Prior to merging with SmithKline Beecham Clinical Laboratories, Bio-Science Laboratories was owned first by Dow Chemical and later by American Hospital Supply. Bio-Science was a recognized world leader in the reference laboratory/esoteric testing field.

Its main laboratory and 21 supporting branch laboratories and service centers located throughout the USA had revenues in excess of \$85 million. Its reputation helped it be selected one of the principal central laboratories for clinical research.

**Selected Accomplishments**

- Completed and implemented a remote terminal printing system which was marketed to high volume customers for significant reduction in cost and reporting turn-around-time.
- Completed the system integration of an acquired specialty laboratory on time despite the aggressive schedule for implementation.
- Completed the development of a total system prototype on schedule despite the necessity of designing a new database as part of the project.
- Designed and implemented a highly automated laboratory processing system that replaced a manual system driven by key punch cards. Delivered the system on time despite a massive retraining personnel required. The system included a data acquisition subsystem that retrieved results directly from the laboratory instruments into the host computer.
- Led a special team to recover the entire laboratory network database that had been lost through catastrophic computer failure. The team recovered the data in its entirety saving the company from a business-threatening situation.
- Initiated a comprehensive disaster plan.

**EDUCATION:**

**University of California at Los Angeles (UCLA)**

B.S. Chemical Engineering, 1980

**PROFESSIONAL  
AND VOLUNTEER  
AFFILIATIONS:**

Board of Directors, Indiana Health Industry Forum  
Board of Directors, United Way of Central Indiana  
Board of Directors, Central Indiana Community Foundation  
Board of Trustees, Marian University, Indianapolis, Indiana

To: Mayor Gregory A. Ballard, City of Indianapolis  
From: Raul Zavaleta  
Date: February 26, 2012  
Re: VBP Indy, Inc. Charter School Application

I am working with VBP Indy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

### **Experience**

- I served on the Diocese of Lafayette-in-Indiana committee to add K-8 schools to the Parishes that did not have one as member of the Our Lady of Mount Carmel Parish Council;
- I served on the Diocese of Lafayette-in-Indiana committee to start the first Catholic High School in Indiana in 40 years, which brought the Diocese Guerin Catholic High School;
- I served on the Board of La Plaza for 7 years (including 2 as Board Chair), which has emphasized educational program for the Latino community in Central Indiana;
- I serve on the Board of the United Way of Central Indiana and participated in the strategic planning that directed resources to educational programs;
- I serve on the Board of Trustees of Marian University, which has a strong emphasis on collaborating with IPS Schools by developing talented teachers

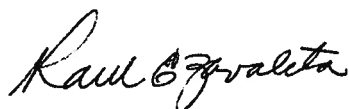
### **Knowledge**

- Philanthropy
- Non-profit Board experience

### **Conflicts of Interest**

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at (317) 626-1971 or rzavaleta@indigobio.com



*Raul Zavaleta*

 **indigo biosystems**

*Indigo BioSystems, Inc.*

*20 E. 91st Street, Suite 200*

*Indianapolis, IN 46240*

*(317) 493-2444 office*

*(317) 626-1971 Mobile*

[rzavaleta@indigobio.com](mailto:rzavaleta@indigobio.com)

**Kevin M. Kubacki**  
**2516 E. Northgate St., Indianapolis, IN 46220**  
**317-974-9191 (home)**  
**317-748-9599 (cell)**  
**kkubacki@gocathedral.com**

## **RELEVANT PROFESSIONAL EXPERIENCE**

**July 2011 to  
Present with**

**Seton Education Partners  
Aquinas Fellow**

**Indianapolis, Indiana**

- Participate in the KIPP leadership development program beginning with the Miles Family Fellows program and culminating with the Fisher Fellows program in 2012.
- Part-time resident at the Oaks Academy in Indianapolis, IN.
- Launch and coordinate the Latino Outreach Initiative at Cathedral High School.

**August 2002 to  
Present**

**Cathedral High School  
I.B. and Honors English Teacher, IB Co-coordinator, Class moderator, Coach**

**Indianapolis, Indiana**

- Oversee the I.B. Program which boasted a 72% diploma achievement in 2009 (the national average is 50%).
- Teach an analytical and cultural study of literature with an emphasis on thematic understanding, investigation of literary forms, and vocabulary acquisition.
- Wrote the curriculum for the International Baccalaureate Program English classes.
- Serve on the Steering Committee for the ISACS accreditation process.
- Worked collaboratively with colleagues, administrators, board members, parents, and other members of the community in an effort to create an internal assessment document which could be presented to the board with the goal of creating an effective plan for the future of Cathedral.
- Coached the 2007 and 2009 state champion women's soccer team.
- Direct the Junior Men's Overnight retreat program.
- Oversee the Junior/Senior Prom and Homecoming activities for the Junior class.
- Recognized as the most influential teacher for an Indianapolis Star's Academic All-Star in 2008 and 2009 and by the Rotary Club's Academic All-Star in 2010.

**August 2000 to  
May 2002**

**St. Matthew School  
Spanish and Language Arts Teacher**

**Indianapolis, Indiana**

- Included in the Special Programs for Improving Catholic Education (S.P.I.C.E.) award winning middle school team for one of the eleven best Catholic middle schools in the nation, as decided by the National Catholic Education Association (NCEA).
- Taught 4<sup>th</sup> grade during a six week maternity leave.
- Developed and implemented a Spanish program for grades K-8 with an emphasis on communication skills.
- Taught language arts to middle school students in the 7<sup>th</sup> and 8<sup>th</sup> grade, focusing on building a better understanding of grammar through a writing based curriculum.
- Trained in the Shurley Method of teaching English.
- Attended multiple Brainworks seminars and utilized the Connected Learning Assures Successful Students (C.L.A.S.S.) system of teaching in my classroom.

## **EDUCATION**

Indiana University, Bloomington, IN  
Bachelor of Arts Degree in English, May 1998

Indiana Wesleyan University, Indianapolis, IN  
Transition to Teaching Program, May 2008

To: Mayor Gregory A. Ballard, City of Indianapolis  
From: Kevin Kubacki  
Date: February 29, 2012  
Re: VBP Indy, Inc. Charter School Application

I am working with VBP Indy, Inc. to build a new school of excellence for underserved children in Indianapolis. If our application is approved, and upon completion of my leadership training, I would serve as the school's founding principal. Per your request, this memorandum highlights the knowledge and experience I would bring to the school and indicates any potential conflicts of interest I might have.

**Experience:** Spanish & language arts elementary school teacher; high school I.B. and Honors English Teacher, I.B. Co-coordinator, high school class moderator, coach, KIPP Miles Fellow training and Oaks Academy residency

**Knowledge:** Teaching, mentoring/coaching teachers, coaching sports, school leadership/management

**Conflicts of Interest:** I am not aware of any potential conflicts of interest I might have in fulfilling this leadership role.

Should you have any additional questions, please don't hesitate to contact me at 317-974-9191 or [kkubacki@gocathedral.com](mailto:kkubacki@gocathedral.com).

## **VBP Advisors:**

**Scott W. Hamilton.** Scott is a chief advisor on school design. He has unique experience in developing new school models, replicating high-performing schools, growing teacher/leader recruitment programs—and in leveraging philanthropic investments to make such initiatives succeed. For eight years he was the head of the Pisces Foundation, a philanthropy created by the founders of Gap, Inc., Doris and Donald Fisher. During this time, he designed and for 5 years led the effort to grow KIPP from two schools in 2000 to over 100 of the best known and celebrated inner-city public schools in America today. Under his leadership, the Foundation also initiated the quadrupling of the Teach for America teaching corps, created the Charter School Growth Fund, provided the first major funding for GreatSchools.net, and backed the launch of Michelle Rhee's New Teacher Project. Previous to his philanthropic work, he held posts in the White House, the U.S. Department of Education, and the MA Department of Education, where he served as Associate Commissioner of Education. Scott received his degree in Ancient Greek from the University of Pennsylvania.

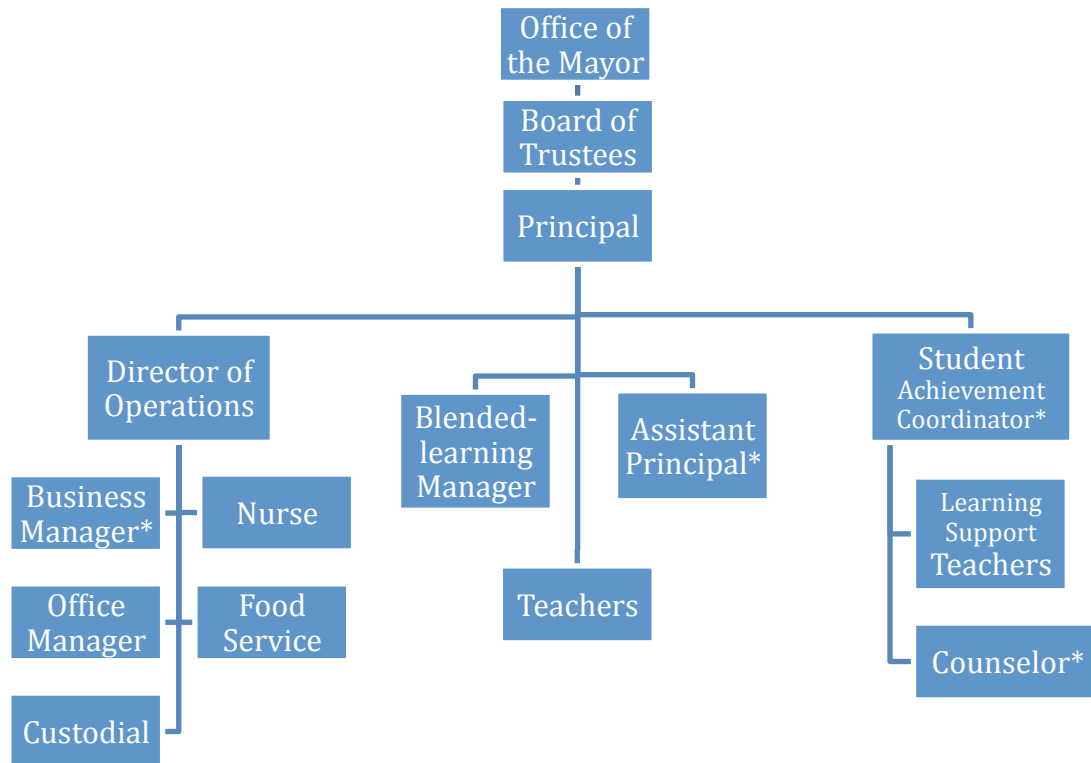
**Aaron Brenner.** Aaron is an advisor on school design, principal selection, and coach for the principal. He serves as head of primary schools, for KIPP (Knowledge is Power Program) Houston and founder of KIPP SHINE Prep, KIPP's first elementary school. Aaron served as a 1995 Teach For America corps member in the Rio Grande Valley after graduating from Rhodes College that same spring. He spent three years at his placement school where he taught second-grade ESL. During that time, Aaron was named Teacher of the Year at the school, district and regional levels. After his third year teaching, Aaron received an Echoing Green Fellowship, which allowed him to open the Donna Cultural Arts Center, Proyecto del Corazon. After teaching literacy through the arts and running the arts center with the Donna Independent School District for three years, Aaron transitioned into school leadership. He graduated summa cum laude from Stanford University in 2002 with a master of art in education, and completed the KIPP Fisher Fellowship for School Leaders in the spring of 2004. Since that time, Aaron founded and served as the school leader of KIPP SHINE Prep, the nation's first KIPP early Childhood and Elementary School. In 2007, after three years of building out SHINE, he was named a finalist for the Peter Jennings award for Civic Leadership. For the last 21 months, Aaron has served in the role of Head of Primary Schools with KIPP Houston Early Childhood and Elementary as well as the KIPP Houston Executive Team with the Superintendent Mike Feinberg and other regional leaders. He also works with the national KIPP Foundation to help other school leaders and teachers in the Early Childhood and Elementary community build strong and positive classrooms and schools for the communities they serve.

**ATTACHMENT C**  
**Organization Chart**



## Organization Chart:

Our organizational chart is designed to separate operational duties from academic responsibilities and allow instructional leaders to focus the bulk of their time on supporting instruction. The Board of Trustees hires the Principal, who reports directly to the board and is responsible for day-to-day management of the school. The Principal is the primary instructional leader of the school; in Year 3 an Assistant Principal will be hired and together they will supervise and evaluate teachers. The Blended-learning Manager reports to the Principal and will coordinate the blended-learning program and support staff in its implementation. He or she will also collaborate with the Director of Operations to ensure implementation of technology. The Student Achievement Coordinator will supervise learning support teachers and any contracted service providers as well as a counselor who will be hired in Year 3. The Student Achievement Coordinator will also provide direct services to students in the early years and transition to primarily administrative work as the number of student with special needs grows. Beginning in the first year the Director of Operations will supervise the office manager, nurse, custodian and food service staff. A business manager will be hired in subsequent years to handle financial management.



*\*Added in subsequent years*

**ATTACHMENT D**  
**IRS 501c3 Determination Letter**

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAR 10 2011**

VBP INDY INC  
C/O STEPHANIE SAROKI  
407 N FULTON ST STE 102  
INDIANAPOLIS, IN 46202

Employer Identification Number:  
27-4063092  
DLN:  
17053342334010  
Contact Person:  
RACHEL M LEIFHEIT ID# 31617  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(vi)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
November 16, 2010  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner  
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

**ATTACHMENT E.**  
**Articles of Incorporation**

**State of Indiana  
Office of the Secretary of State**

**CERTIFICATE OF INCORPORATION  
of  
VBP INDY, INC.**

I, Todd Rokita, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, November 16, 2010.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, November 16, 2010

A handwritten signature in black ink that reads "Todd Rokita".

TODD ROKITA,  
SECRETARY OF STATE

APPROVED AND FILED  
TODD ROKITA  
INDIANA SECRETARY OF STATE  
11/16/2010 12:20 PM

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**ARTICLES OF INCORPORATION**

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Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

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**ARTICLE I - NAME AND PRINCIPAL OFFICE**

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VBP INDY, INC.

407 N. FULTON ST, SUITE 102, INDIANAPOLIS, IN 46202

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**ARTICLE II - REGISTERED OFFICE AND AGENT**

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CLAIRE FIDDIAN-GREEN

407 N. FULTON ST, SUITE 102, INDIANAPOLIS, IN 46202

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**ARTICLE III – INCORPORATORS**

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STEPHANIE SAROKI

1016 16TH ST NW, 8TH FLOOR, WASHINGTON, DC 20036

Signature: STEPHANIE SAROKI

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**ARTICLE IV – GENERAL INFORMATION**

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Effective Date: 11/16/2010

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: Yes

**The purposes/nature of business**

THE CORPORATION IS ORGANIZED AND IS TO BE OPERATED EXCLUSIVELY TO CARRY OUT CHARITABLE AND EDUCATIONAL PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986, AS NOW IN EFFECT OR AS MAY HEREAFTER BE AMENDED (THE "CODE"), INCLUDING, BUT WITHOUT LIMITATION THEREON:

(A) TO OPERATE ONE OR MORE PUBLIC CHARTER SCHOOLS IN ACCORDANCE WITH THE SETON EDUCATION PARTNERS SCHOOL MODEL IN THE STATE OF INDIANA;

(B) TO EXERCISE ALL RIGHTS AND POWERS CONFERRED BY THE LAWS OF THE STATE OF INDIANA UPON NONPROFIT CORPORATIONS, INCLUDING, BUT WITHOUT LIMITATION THEREON, TO RAISE FUNDS, TO RECEIVE GIFTS, DEVISES, BEQUESTS AND CONTRIBUTIONS, IN ANY FORM, AND TO USE, APPLY, INVEST, AND REINVEST THE PRINCIPAL AND/OR INCOME THEREFROM OR DISTRIBUTE THE SAME FOR THE ABOVE PURPOSES; AND,

(C) TO ENGAGE IN ANY OTHER ACTIVITY THAT IS INCIDENTAL TO, CONNECTED

WITH OR IN ADVANCEMENT OF THE FOREGOING PURPOSES AND THAT IS WITHIN THE DEFINITION OF CHARITABLE AND EDUCATIONAL PURPOSES OF SECTION 501(C)(3) OF THE CODE, PROVIDED, THE POWERS OF THE CORPORATION SHALL NEVER BE INCONSISTENT WITH THE PURPOSES OF THE CORPORATION STATED ABOVE OR THE CONSTITUTION OF THE UNITED STATES OR THE STATE OF INDIANA.

THE BROADEST DISCRETION IS VESTED IN AND CONFERRED UPON THE CORPORATION'S BOARD OF DIRECTORS FOR THE ACCOMPLISHMENT OF THESE PURPOSES, PROVIDED, HOWEVER, THAT NO CONTRIBUTIONS SHALL BE MADE OR DISTRIBUTED TO OR FOR ANY PERSON, FIRM, CORPORATION, OR OTHER ENTITY THAT SHALL APPLY, DIRECTLY OR INDIRECTLY, SUCH CONTRIBUTED FUNDS FOR ANY PURPOSE OR PURPOSES IN VIOLATION OF THE CONSTITUTION AND STATUTES OF THE UNITED STATES OR THE STATE OF INDIANA.

**Distribution of assets on dissolution or final liquidation**

UPON THE DISSOLUTION OF THE CORPORATION, THE BOARD OF DIRECTORS, AFTER PAYING OR MAKING PROVISIONS FOR THE PAYMENT OF ALL OF THE CORPORATION'S LIABILITIES AND RETURNING TO THE INDIANA DEPARTMENT OF EDUCATION, WITHIN THIRTY (30) DAYS FOLLOWING DISSOLUTION, ALL REMAINING FUNDS RECEIVED FROM THE DEPARTMENT, SHALL DISTRIBUTE ALL OF THE CORPORATION'S REMAINING ASSETS EXCLUSIVELY FOR CHARITABLE OR EDUCATIONAL PURPOSES TO AN ORGANIZATION OR ORGANIZATIONS WITH PURPOSES SIMILAR TO THOSE DESCRIBED IN THIS ARTICLE IV HEREOF, WHICH ARE THEN ORGANIZATIONS DESCRIBED IN SECTION 501(C)(3) OF THE CODE. IN THE EVENT THAT ANY SUCH ORGANIZATION IS NOT SO DESCRIBED, THE CORPORATION'S ASSETS DESIGNATED FOR DISTRIBUTION TO SUCH ORGANIZATION SHALL BE DISTRIBUTED TO ONE OR MORE ORGANIZATIONS DESCRIBED IN SECTION 501(C)(3) OF THE CODE AS DETERMINED BY MAJORITY VOTE OF THE CORPORATION'S BOARD OF DIRECTORS. IN NO EVENT SHALL ANY OF SUCH ASSETS BE DISTRIBUTED TO ANY DIRECTOR, OFFICER, MEMBER OF THE CORPORATION OR ANY PRIVATE INDIVIDUAL. THE AMOUNT OF ANY DISTRIBUTION MADE UNDER THIS ARTICLE IV SHALL BE DETERMINED BY THE CORPORATION'S BOARD OF DIRECTORS.

**ARTICLE V**

THE SOLE MEMBER OF THE CORPORATION SHALL BE SETON EDUCATION PARTNERS, INC., A WYOMING NONPROFIT, PUBLIC BENEFIT CORPORATION. NOTWITHSTANDING ANY OTHER PROVISION HEREIN, THIS MEMBER OF THE CORPORATION SHALL HAVE THE EXCLUSIVE RIGHT TO APPROVE ANY AMENDMENTS TO THESE ARTICLES OF INCORPORATION AS WELL AS TO REMOVE AND REPLACE ANY MEMBER OF THE CORPORATION'S BOARD OF DIRECTORS.

**ATTACHMENT F**  
**By - Laws**



**BYLAWS  
OF  
VBP INDY, INC.**

An Indiana Nonprofit Public Benefit Corporation

**ARTICLE I  
NAME**

Section 1.1     Name. The name of this corporation is VBP Indy, Inc. (the "Corporation").

**ARTICLE II  
PURPOSE**

Section 2.1     Purpose. The Corporation has been organized as set forth in the Articles of Incorporation. The Corporation will take no action that is inconsistent with the Articles of Incorporation or these Bylaws.

**ARTICLE III  
OFFICE**

Section 3.1     Offices. The Corporation's principal office shall be located at 407 N. Fulton Street, Suite 102, Indianapolis, IN. The Board (as defined in Section 5.1 below) may change the location of the Corporation's principal office.

**ARTICLE IV  
SINGLE MEMBER**

Section 4.1     Single Member. As provided in the Articles of Incorporation, the Corporation shall have a single member. The single member (the "Member") shall have only the rights set out in the Articles of Incorporation. To the extent permitted by law, the Member shall take all action by written consent and there shall be no meetings of members or voting processes.

**ARTICLE V  
BOARD OF DIRECTORS**

Section 5.1     Powers. Subject to any limitations in the Articles of Incorporation, all powers and activities of the Corporation shall be exercised and managed by the Board of Directors of the Corporation (the "Board"). Directors shall have no power as individual directors and shall act only as members of the Board.

Section 5.2     Number of Directors. The authorized number of directors shall be not less than three, with the exact number of authorized directors to be fixed by the Board from time to time.

Section 5.3     Qualifications of Directors. Not more than 49% of the directors may be interested persons.

Section 5.4     Election and Term of Office. The President shall be a director by virtue of his office. The other directors shall be elected at the annual meeting of the Board. Each director shall be

elected for a term of 3 years and shall hold office until a successor has been elected and qualified. Notwithstanding the foregoing, new Board members may be elected at any time to fill vacancies. If a Board member is elected at a time other than the annual meeting, his or her 3-year term shall be calculated starting from the date of the most recent annual meeting.

Section 5.5 Resignation. A director may resign at any time by giving written notice to the Chair of the Board, the President or the Secretary. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. If the resignation specifies a later effective date, a successor may be elected prior to such effective date to take office when the resignation becomes effective.

Section 5.6 Removal. A director may be removed from office at any time with or without cause by a vote of a majority of the directors then in office. In addition, as provided by the Articles of Incorporation, the Member may remove one or more directors, with or without cause, at any time.

Section 5.7 Vacancies. A vacancy in the Board shall be deemed to exist in the event that the actual number of directors is less than the authorized number for any reason. The Board may declare vacant the office of any director who has been declared of unsound mind by a final order of court or has been convicted of a felony. Vacancies on the Board may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) unanimous written consent of the directors then in office, (2) a vote of a majority of the directors then in office at a meeting called in accordance with Sections 6.3 and 6.4, or (3) a sole remaining director. In addition, as provided by the Articles of Incorporation, the Member may fill any vacancy created by the Member exercising its removal right set out in the Articles of Incorporation. Each director elected or appointed to fill a vacancy, whether by the Board or by the Member, shall hold office for the unexpired portion of the term, or until his or her death, resignation, or removal from office.

Section 5.8 Compensation of Directors. Directors shall not receive any compensation for their services as directors. The Board may authorize the advance or reimbursement to a director of actual reasonable expenses incurred in carrying out his or her duties as a director.

Section 5.9 Advisory Committees. The Board may create one or more Advisory Committees, each consisting of two or more directors, non-directors or a combination of directors and non-directors. Appointments to any Advisory Committee shall be by approval of the Board of Directors. Advisory Committees may not exercise the authority of the Board to make decisions on behalf of the Corporation. Advisory Committees shall be restricted to making recommendations to the Board or Board Committees and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee.

Section 5.10 Advisory Board. The Board may create an advisory board, consisting of persons who are not officers of the Corporation or members of the Board of Directors, to serve at the pleasure of the Board and to report its findings and recommendations, and to carry on such activities (as requested by the Board) on subjects of interest to the Board in which the members of such an advisory board have a particular expertise or capability. The appointment of members of such an advisory board requires Board approval. Any such advisory board, to the extent provided in the resolution of the Board of Directors, shall act only in an advisory capacity to the Board of Directors, shall have no legal authority to act for the Corporation and shall be clearly titled and held out as the "advisory board."

## **ARTICLE VI MEETINGS**

Section 6.1     Annual Meeting. An annual meeting of the Board shall be held each year on a date to be specified by the Board and will coincide with one of the regular meetings.

Section 6.2     Regular Meetings. Regular meetings of the Board shall be held each quarter at a date, time, and place to be fixed from time to time.

Section 6.3     Special Meetings. Special meetings of the Board may be called by the Chair of the Board, the President, or any two directors. The meeting shall be held at the place within the State of Indiana, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the Corporation.

Section 6.4     Quorum and Voting. A majority of the total number of authorized directors shall constitute a quorum for the transaction of business. The vote of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board. Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this Corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair of the Board shall entertain at such meeting is a motion to adjourn. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or these Bylaws.

Section 6.5     Action Without a Meeting. Any action required or permitted to be taken by the Board may be taken without a meeting if all directors, individually or collectively, consent in writing to the action. For the purposes of this Section only, "all directors" shall not include any "interested director." Written consents shall be filed with the corporate records. Action by written consent shall have the same force and effect as a unanimous vote of the directors.

Section 6.6     Telephone and Electronic Meetings. Directors may participate in a meeting through use of conference telephone or electronic video screen communication. Participation in a meeting through use of conference telephone or electronic video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to hear one another.

## **ARTICLE VII CERTAIN MATTERS**

Section 7.1     Board-Approved Policies. The Board may adopt additional governance and management policies as it deems appropriate.

Section 7.2     Executive Compensation Review. The Board (or a Board Committee) shall review any compensation packages (including all benefits) of the President, and shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur annually, as well as when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of the Corporation.

## ARTICLE VIII OFFICERS

Section 8.1 Officers. The officers of the Corporation shall be a Chair of the Board, a President, a Secretary and a chief financial officer who shall be designated the Treasurer (the "Treasurer"). The Chair of the Board must be a director. The Corporation may also have such other officers as may be determined by the Board. One person may hold two or more offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board or the President.

Section 8.2 Election and Term. The officers of the Corporation shall be elected by the Board at an annual meeting and shall serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment.

Section 8.3 Chair of the Board. The President of the Corporation by virtue of his office shall be Chair of the Board. The Chair of the Board shall, if present, preside at all meetings of the Board, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 8.4 President. The President shall be the chief executive officer of the Corporation unless such title is assigned to another officer of the Corporation. The President shall generally supervise, direct and control the activities and affairs of the Corporation, and shall see that all orders and resolutions of the Board are carried into effect. The President shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 8.5 Secretary. The Secretary shall keep or cause to be kept a full and complete record of the proceedings of the Board and its committees, shall give or cause to be given notice of all Board meetings as required by law or these Bylaws, and in general shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 8.6 Treasurer. The Treasurer shall be the chief financial officer of the Corporation. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of account. The Treasurer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, and as may be prescribed by these Bylaws or the Board. The books of account shall be open to inspection by any director upon request at all reasonable times. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as designated by the Board, shall disburse or cause to be disbursed the Corporation's funds as ordered by the Board, shall render to the President and Board, upon request, an account of the Treasurer's transactions as Treasurer and of the financial condition of the Corporation, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 8.7 Resignation. An officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the contract or other rights, if any, of the Corporation in respect of the officer.

Section 8.8 Removal. An officer may be removed from office with or without cause by the Board or by an officer on whom such power of removal may be conferred by the Board.

Section 8.9 Vacancies. A vacancy in any office for any reason shall be filled by the Board.

## **ARTICLE IX INDEMNIFICATION**

Section 9.1 Definitions. For purposes of this Article, "Agent" means any person who is or was a director, officer, employee or other agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or other agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise; "Proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "Expenses" includes, without limitation, attorneys' fees and any expenses incurred in establishing a right to indemnification under Section 9.2 of this Article.

Section 9.2 Right to Indemnity. The Corporation may, to the fullest extent permitted by law, indemnify any person who was or is a party or is threatened to be made a party to any Proceeding by reason of the fact that such person is or was an Agent of the Corporation, against Expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with the Proceeding.

Section 9.3 Approval of Indemnity. On written request to the Board by any Agent seeking indemnification, to the extent that the Agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with law. Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of directors who are not parties to the Proceeding, whether, in the specific case, the Agent has met the applicable standard of conduct stated, and, if so, may authorize indemnification to the extent permitted thereby.

Section 9.4 Advancing Expenses. The Board may authorize the advance of Expenses incurred by or on behalf of an Agent of the Corporation in defending any Proceeding before the final disposition of such Proceeding, if the Board finds that:

- (a) the requested advances are reasonable in amount under the circumstances; and
- (b) before any advance is made, the Agent submits a written undertaking satisfactory to the Board, in its sole discretion, to repay the advance unless it is ultimately determined that the Agent is entitled to indemnification for the Expenses under this Article.

Section 9.5 Insurance. The Board shall have the power to purchase and maintain insurance on behalf of any Agent against any liability asserted against or incurred by the Agent in such capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against such liability under this Article.

## **ARTICLE X FISCAL YEAR AND REPORTING OBLIGATIONS**

Section 10.1 Fiscal Year. The fiscal year of the Corporation shall begin on July 1 and end on June 30. The Board may change the fiscal year of the Corporation as it deems appropriate.

**ARTICLE XI**  
**GIFTS, GRANTS, CONTRACTS, INVESTMENTS**

Section 11.1 Gifts. The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any specific purpose of the Corporation. The Corporation shall retain complete control and discretion over the use of all contributions it receives.

Section 11.2 Grants. The Board shall exercise itself, or delegate, subject to its supervision, control over grants, contributions, and other financial assistance provided by the Corporation, including, without limitation, fiscal sponsorship relationships.

Section 11.3 Contracts. The Board may authorize any officer(s) or agent(s), in the name of and on behalf of the Corporation, to enter into any contract or execute any instrument. Any such authority may be general or confined to specific instances, or otherwise limited. In the absence of any action by the Board to the contrary, the Chair of the Board and the President are authorized to execute such instruments on behalf of the Corporation.

Section 11.4 Payment of Money. Unless otherwise determined by the Board, all checks, drafts or other orders for payment of money out of the funds of the Corporation and all notes or other evidences of indebtedness of the Corporation may be signed on behalf of the Corporation by the President or Treasurer.

Section 11.5 Deposits. The funds of the Corporation not otherwise employed, including any amounts in any reserve fund, shall be deposited from time to time to the order of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 11.6 Investments. In investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments, other than assets which are directly related to the Corporation's public or charitable programs, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the Corporation's capital. No investment violates this Section where it conforms to provisions authorizing the investment contained in an instrument or agreement pursuant to which the assets were contributed to the Corporation.

## ARTICLE XII CONFLICTS OF INTEREST

Section 12.1. Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 12.2. Definitions.

(a) Interested Person

. Any Director, principal officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest

. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

- (1) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
- (2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- (3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 12.3. Procedures.

(a) Duty to Disclose

. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors.

(b) Determining Whether a Conflict of Interest Exists

. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors' meeting while the financial interest is discussed and voted upon. The remaining Board of Directors shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest

(1) An interested person may make a presentation at the Board of Directors, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

(2) The Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3) After exercising due diligence, the Board of Directors shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) Violations of the Conflicts of Interest Policy

(1) If the Board of Directors has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 12.4. Records of Proceedings. The minutes of the Board of Directors and all committees with Board-delegated powers shall contain:



(a) Names of Persons with Financial Interest

. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' decision as to whether a conflict of interest in fact existed.

(b) Names of Persons Present

. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 12.5. Annual Statements. Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person:

(a) Receipt

. Has received a copy of the conflicts of interest policy.

(b) Read and Understands

. Has read and understands the policy.

(c) Agrees to Comply

. Has agreed to comply with the policy.

(d) Tax Exemption

. Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 12.6. Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

## ARTICLE XIII OTHER PROVISIONS

Section 13.1 Rights of Inspection. Every director shall have the right at any reasonable time to inspect and copy all books, records and documents, and to inspect the physical properties of the Corporation.

Section 13.2 Electronic Transmissions. Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board may adopt from time to time, the terms "written" and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has

obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

#### ARTICLE XIV AMENDMENTS

Section 14.1 Amendment of Bylaws. Except as otherwise provided by law, these Bylaws may be amended or repealed and new bylaws may be adopted by approval of the Board.

\* \* \* \* \*

#### CERTIFICATE OF SECRETARY

I, Stephanie Saroki, hereby certify:

That I am duly elected and acting Secretary of VBP Indy, Inc., and that the foregoing Bylaws constitute Bylaws of VBP Indy, Inc., as duly adopted at the meeting of the Board held on November 17, 2010.

IN WITNESS WHEREOF, I have hereunder subscribed my name this 1<sup>st</sup> day of December, 2010.



Stephanie Saroki, Secretary

**ATTACHMENT G**  
**Letters of Support**



PRESIDENT'S OFFICE

February 15, 2012

Ms. Beth Bray  
Office of Education Innovation  
City of Indianapolis, Office of the Mayor  
2501 City-County Building  
200 E. Washington Street  
Indianapolis, Indiana 46204

Dear Ms. Bray:

This letter confirms Cathedral High School's partnership with and support of VBP Indy, Inc. and the effort to build a K-8 charter school of excellence for underserved children. CHS is deeply committed to making a difference in the lives of children in Marion County, and we especially encourage efforts to dramatically improve the educational opportunities of the city's most disadvantaged children. We are honored to be working with VBP Indy, Inc. to do just that.

As outlined in the VBP prospectus, CHS is working to help launch the new charter school. CHS is helping to identify and secure a facility to house the school; has recommended several founding charter school board members; has helped identify advisors focused on providing expertise and guidance to the charter school around operations, fundraising, finance, and marketing; and is developing a plan to engage CHS teachers and students in supporting the school as mentors, coaches, and tutors. In addition, CHS has spearheaded a focused effort to conduct outreach to underserved families in the city who are likely to want to enroll their children in the new charter school. This outreach includes partnering with La Plaza to distribute fire alarms to homes that don't have them, tutoring services for children at schools on the West side, and a soccer camp to be held later this year.

Long-term, CHS will continue to provide board leadership and assistance around the charter school facility. Most importantly, CHS faculty and students be heavily engaged in supporting the school as volunteers, coaches, mentors, and tutors. Every year, Cathedral students collectively engage in over 30,000 hours of community service because serving others is core to the school's identity. We fully expect a significant portion of those hours to be devoted to supporting the new charter school of excellence for underserved children.

We are proud to join VBP Indy, Inc. in helping students reach high levels of academic achievement and develop into successful citizens of strong character.

Sincerely,

Stephen C. Helmich  
President and Chief Executive Officer  
Cathedral High School

LIVING HOLY CROSS VALUES SINCE 1918



# La Plaza

♦ Serving ♦ Educating ♦ Celebrating ♦ Connecting

**La Plaza, Inc.**

8902 E. 38th Street

Indianapolis, IN 46226

t 317.890.3292

f 317.898.4397

[www.laplaza-indy.org](http://www.laplaza-indy.org)

February 5, 2012

Ms. Beth Bray  
Office of Education Innovation  
City of Indianapolis, Office of the Mayor  
2501 City-County Building  
200 E. Washington Street  
Indianapolis, Indiana 46204

Dear Ms. Bray:

This letter confirms La Plaza's commitment to partner with VBP Indy, Inc. to provide educational and health and social services to the Latino children and families that are a part of this new school community.

La Plaza aims to enhance the quality of life of Latinos, erase barriers, encourage their educational achievement and inspire others to understand and appreciate the Latino community. Through education programs and health and social services, La Plaza work to improve the lives of more than 7,000 Latinos annually.

Through such programs as Summer Discovery, a six-week summer bridge program designed to enrich the lives of elementary school children (including activities in reading and math, arts and physical education, leadership and technology training, exposure to colleges and careers, and community service), and the Leadership Institute for Latino Youth (LILY), a six-week summer leadership program for middle school students, La Plaza's educational programs serve more than 2,000 youth annually and help improve the educational achievement of Latino students. Through collaboration and partnership, La Plaza also provides many services from emergency assistance to community outreach.

We are thrilled to see more strong educational options for Latino children in Indianapolis, and we look forward to partnering with VBP Indy and CHS to provide our educational programs and health and social services to the families that the new school serves. I am also happy to be serving as an advisor to the VBP Indy board as it makes progress on the school design, community outreach, and eventual launch.

Sincerely,

Miriam Acevedo Davis  
Executive Director



January 31, 2012

Ms. Beth Bray  
Office of Education Innovation  
City of Indianapolis, Office of the Mayor  
2501 City-County Building  
200 E. Washington Street  
Indianapolis, Indiana 46204

Dear Ms. Bray:

This letter confirms my commitment to partner with VBP Indy, Inc. to provide \$10,000 in start-up funding and/or in-kind furniture for the new charter school.

I am founder, president, and CEO of OfficeWorks, the largest Herman Miller office furniture dealer in the state of Indiana, one of the largest in the Midwest, and the thirteenth largest minority-owned company in Indianapolis. I have been active in the community and am a graduate of the Stanley K. Lacey Leadership Series, Opportunity Indianapolis, and the Diversity Leadership Academy. I am a member of the board and executive committee of the Greater Indianapolis Chamber of Commerce and Indiana Latino Expo, and I have served on the boards of the Indy Partnership, the DePauw University Alumni Association, La Plaza, the Mexican Scholarship Fund, and the St. Vincent Hospital Foundation. One of my passions is ensuring that all children in this city have the opportunity to receive an excellent education. I am excited about the plans that VBP Indy, Inc. and Cathedral High School have for providing a great schooling option for disadvantaged children—and that's why I am investing in and supporting this effort.

Indianapolis is in great need of better schooling options—especially for the growing Latino community. I look forward to working with VBP Indy and CHS to help improve educational options for low-income children and thereby ensure a better future for our great city.

Sincerely,

A handwritten signature in black ink that reads 'Thomas M. O'Neil'.

Thomas M. O'Neil



February 23, 2012

Ms. Beth Bray  
Office of Education Innovation  
City of Indianapolis, Office of the Mayor  
2501 City-County Building  
200 E. Washington Street  
Indianapolis, Indiana 46204

Dear Beth:

The Mind Trust would like to express our strong support of VBP Indy, Inc.'s charter school application.

The Mind Trust's mission is to dramatically improve public education for underserved children by empowering education entrepreneurs to develop or expand transformative education initiatives. Our Education Entrepreneur Fellowship is a nationally unique incubator for transformative education ventures designed to solve public education's most vexing problems. The Fellowship supports innovative leaders who envision new approaches to the challenges of public education and possess the entrepreneurial skills necessary to turn their ideas into reality.

In 2009, The Mind Trust selected Stephanie Saroki de García, Co-Founder and General Partner of Seton Education Partners, as one of our prestigious Education Entrepreneur Fellows. During her Fellowship, The Mind Trust supported Ms. Saroki de García as Seton partnered with Cathedral High School to develop an Indianapolis charter school.

Over the last two years, we have been impressed with the vision and implementation plan VBP Indy has created for its charter school. Seton Education Partners and Cathedral High School both contribute invaluable expertise and talent to the charter school planning process. These excellent partners are poised to launch a high-quality charter school that will provide a superior education to underserved Indianapolis students for years to come.

For that reason, The Mind Trust is pleased to offer our support to VBP Indy's charter school application.

Sincerely,

David E. Harris  
Founder and CEO

February 25, 2012

Ms. Beth Bray  
Office of Education Innovation  
City of Indianapolis, Office of the Mayor  
2501 City-County Building  
200 E. Washington Street  
Indianapolis, Indiana 46204

Beth:

Please let this letter serve as my support for the people working to start VBP Indy, Inc. charter school in Indianapolis.

While leading the Mayor's charter schools office, I had the privilege of working with Cathedral High School president Steve Helmich, the Cathedral High School Board of Trustees, and Mind Trust Fellow Stephanie Saroki de García on their collective plans to launch a charter school in Indianapolis. The reputation, level of excellence, and community leadership provided by Cathedral High School coupled with the expertise in establishing quality schools in urban areas that Stephanie and her colleague Scott Hamilton contribute, provides exceptionally strong evidence that their school will do an exemplary job of providing an outstanding education for students in our community.

While I am not fully aware of all parts of the school's application (and am certain the Mayor's Office charter application process will uncover areas for improvement as it does with all petitions) the quality of people and institutions coming together to form this school is among the strongest I have seen. Because our community needs more schools with a high probability of being exceptional for kids and families – and because I believe so strongly in the people behind this application – I stand ready to assist in the further development of this school as needed in an advisory capacity.

Sincerely,

A handwritten signature in black ink, appearing to read "M. Karega Rausch", with a stylized flourish at the end.

M. Karega Rausch



**Joshua B. Fleming**  
Member  
317.237.3946 (t)  
317.237.3900 (f)  
jffleming@fbtlaw.com

January 11, 2012

VIA ELECTRONIC MAIL

Ms. Stephanie Saroki de Garcia  
Seton Education Partners  
1016 16th St NW, 8th Floor  
Washington, D.C. 20009

RE: Consent to Conflict  
Representation of VBP Indy, Inc. for establishment of charter school

Dear Stephanie:

We are very pleased that VBP Indy, Inc. ("VBP") and Seton Education Partners ("Seton") has asked Frost Brown Todd LLC ("FBT") to represent it in connection with the application for and establishment of a new charter school in Indianapolis. As you know from our recent conversation, FBT currently represents a client, Cathedral High School ("Cathedral"), in unrelated matters.

Under governing rules of professional conduct, FBT and its lawyers, like all lawyers in Indiana, cannot represent a client who may at some point potentially become adverse to another current client, even on an unrelated matter, without the informed consent of each affected client. The purpose of this letter is therefore to advise VBP and Seton of our representation of Cathedral, and to seek your consent to our representation of Cathedral in other matters, notwithstanding our representation of VBP.

We have advised Cathedral that we have been asked to represent VBP as well. We have sought and expect to receive a written consent from Cathedral by which it will waive any conflict of interest and agree that we may represent VBP in connection with the above-referenced matter, notwithstanding our representation of Cathedral in wholly unrelated matters.

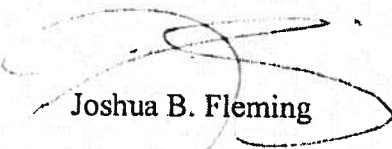
We understand that VBP and Seton consent to our representation of VBP, notwithstanding our representation of Cathedral as described above, and waive any conflict of interest in connection therewith. Of course, our representation of Cathedral does not in any way impact FBT's current or future attorney client relationship with VBP in other unrelated matters with respect to confidential information.

Ms. Stephanie Saroki de Garcia  
January 11, 2012  
Page 2

Please let me know if you have any questions about this matter. We value our relationship with VBP and Seton and appreciate your willingness to waive this conflict. To confirm your consent, please sign the enclosed copy of this letter in the space provided and return it to me.

Very truly yours,

FROST BROWN TODD LLC

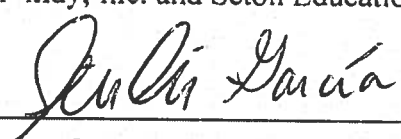


Joshua B. Fleming

VBP Indy, Inc. and Seton Education Partners understand that FBT will be representing Cathedral High School with respect to unrelated matters, while at the same time FBT represents VBP Indy in the above-referenced matter. Nevertheless, VBP Indy, Inc. and Seton Education Partners hereby consent to FBT's representation of Cathedral High School as set forth herein and waive any conflict of interest arising from FBT's representation of Cathedral High School in connection with FBT's on-going representation.

VBP Indy, Inc. and Seton Education Partners

By



Name:

Stephanie Saroki de Garcia

Title:

Secretary, VBP Indy, Inc. & Co-founder, SEP

Date:

01-31-12

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**ATTACHMENT H**  
**School Discipline Plan**

## School Discipline Plan

**Mission:** The mission of VBP Indy, Inc. is to provide a classical education through which students grow intellectually, socially, physically, and spiritually into young men and women of good character as they prepare for excellence in high school, college, and beyond.

**Commitment to Excellence:** VBP Indy is a three legged stool supported by staff, parents and students. We expect each to make a commitment to the others and to the school to ensure that together we achieve our mission.

### *School Commitment*

1. **Timeliness** – We will arrive every day by 7:15 A.M. and remain at school until 4:30 P.M.
2. **High Quality Education** – We will do whatever it takes to nurture and strengthen our students' creativity, knowledge, and character as we prepare them to excel academically, physically, and socially in secondary schools, colleges, and life.
3. **Support and Respect** – We promise to respect, appreciate, and support every student. We will work together for the benefit of every child attending our school. We will work to always model and reinforce virtuous behavior.
4. **Communication** – We promise to communicate regularly with parents about their child's progress and make ourselves available in person and by phone. We will return parent phone calls within 24 hours.
5. **Civility** – We promise to maintain a high level of civility in our communication with parents and their children. We believe that we are on the same team and we will conduct ourselves respectfully and professionally.
6. **Homework** – We will assign productive, worthwhile homework each night to reinforce and support skills and concepts learned in class.
7. **Fairness** – We will address all issues consistently and fairly. We promise to keep parents informed of how their child is demonstrating good character. When students are disciplined or deserve recognition for their accomplishments, we will inform their parents promptly.
8. **Safety** – We will always protect the safety, interests, and rights of all individuals.

### *Parent/Guardian Commitment*

1. **Attendance** – We will make sure our child comes to school every day. We will schedule doctor's appointments, vacations, etc. for days when school is not in session. We understand that there will be consequences for multiple absences.
2. **Timeliness** – We will make sure our child arrives at school every day on time (by 7:45 A.M.). We will make sure to promptly pick up our child at the end of the school day (3:15 P.M. Monday, Tuesday, Thursday and Friday, and 2:30 P.M. on Wednesdays)
3. **Support & Homework** – We will provide a quiet space at home for our child to study. We will check our child's homework every night and ensure that our child reads and/or is read to every night. We will make sure our child gets enough sleep each night (at least 8 hours). We will do whatever it takes for our child to learn and perform to his/her optimal ability. We will reinforce good character at home and sign weekly paychecks.
4. **Communication** – We will make ourselves available to our child and the school, and respond to any concerns they might have. We will return phone calls from the school within 24 hours. If we are asked to attend a meeting regarding our child's education or behavior, we will attend. If we have any concerns we will raise them with someone at the school. We will promptly inform the school if our address and/or phone number changes.
5. **Civility** – We promise to maintain a high level of civility in our communication with the school. We know that we are on the same team and we will conduct ourselves in a respectful and professional

manner.

6. **Dress Code** – We will make sure our child follows the dress code every day.
7. **Saturday School** – We will ensure our child attends all Saturday School sessions and make an effort to participate in monthly Saturday parent workshops.

### *Student Commitment*

1. **Be Kind** – I will be kind to everyone every day.
2. **Work Hard** – I will work hard and do my best every day. I will do my homework every night and call my teacher if I need help.
3. **Show Justice** – I will give others their due by following the directions of my parents and all of the adults at school and on the bus. I will honor other students and myself.
4. **Have Courage** – I will show courage by doing what is right even when it's difficult. I will show self-control and good judgment by using appropriate behavior and language at all times.

**Dress Code:** VBP Indy has a primary objective of developing a community of learners, dedicated to the highest standards of academics and deportment. As such, a distinctive uniform is a unifying factor within our school community. It is also a visible signature of our school to the larger community, an indicator of our unity and of our pride of purpose. This is one of the most important functions of a uniform: it identifies its wearer as part of a distinctive group with a distinctive purpose. It is a reminder to its wearer of that purpose and one's responsibility to that group. Uniforms also allow parents to save money by not having to buy an entire wardrobe of school clothing and they minimize learning distractions in the school.

While the school will identify an inexpensive uniform provider, it understands that all families may not be able to afford the uniform. No student will be denied access to the school because of an inability to purchase the school uniform. The school will keep reserves on hand to assist families who cannot afford the uniform.

### **Uniform:**

<b>Boys</b>	<b>Girls</b>
<ul style="list-style-type: none"><li>• Polo shirt with logo</li><li>• Slacks</li><li>• Black belt</li><li>• V-neck pullover</li><li>• Crew socks</li></ul>	<ul style="list-style-type: none"><li>• Polo shirt with logo</li><li>• Jumper</li><li>• Opaque tights</li><li>• V-neck cardigan</li></ul>

The following dress code guidelines apply to all students:

1. Students are to wear the uniform every day.
2. All shirts are to be tucked in and worn appropriately.
3. All pants must fit around the waist. Boys must wear a belt every day. Belts should be of appropriate size and nature, i.e., no large-faced images or symbols which may pose as a distraction.
4. Pants may not be excessively baggy and may not cover the shoes.
5. Students may not wear jeans, jogging pants, sweat pants or shorts. Shorts are permitted if the weather is above 85 degrees and must be of appropriate length.
6. Students may not wear sleeveless or cut-off shirts, blouses, or dresses.
7. Students may not wear inappropriately tight clothing.
8. Girls may not wear skirts that are inappropriately short (above the center of their knee) or that have inappropriately long slits (above their knees). Girls are encouraged to wear shorts under their skirts as we sit on the carpet a lot.
9. Students may not wear hats, caps, do-rags, or other head coverings in the school (except in the case of religious observance).
10. For safety reasons the following jewelry will not be permitted: necklaces outside of shirt, chains, chokers,

multiple finger rings, and dangle earrings. Earrings should not hang from the earlobe (studs are permitted). Students are permitted one bracelet and one ring to be worn in school. One necklace may be worn but must remain tucked in at all times.

11. Students may not wear makeup, contacts and hair with color, sparkles or glitter. (Students may use clear lip balm, such as Vaseline, Chapstick, etc. to moisturize lips. As with any items, these may be taken away for inappropriate and excessive use).
12. Students cannot wear shoes that show their toes or heels.
13. Students may not use nail polish or fake fingernail tips.

## Code of Conduct

VBP Indy has very high expectations for student behavior and a strict code of conduct to ensure students act appropriately at all times and are always within a safe, structured environment. The school takes a preventive and pro-active approach to discipline to ensure that students behave properly in the first place and that there are no obstacles to learning.

Consequences are designed to help students recognize negative behavior, teach them alternative choices, and protect other members of the community from disruptions or danger. There is a range of possible consequences for violating school rules depending on the severity of the infraction or the logical consequence within the given situation; these consequences may include:

- **Verbal Warning:** Students are informed that their conduct is not conducive to learning and are warned not to continue the conduct. Continuing the conduct will result in more severe consequences.
- **Time Out:** Used primarily in the lower grades, students take a “break” or “time out” by going to a designated part of the room or to another classroom to complete their assigned work. This gives a student time to get back on track and think briefly about their actions. The length of a time out varies from grade to grade and is also based on the severity of the behavior.
- **Loss of Bucks:** Students begin each week with 100 Bucks and may lose them for misbehavior. Paychecks are issued each week, which families must sign.
- **Parent Contact:** Teachers will call, e-mail or write to family members to inform them of their child’s behavior and the consequence and to discuss appropriate strategies that can be used both at school and at home. These conditions will be written down and parents will be asked to sign the document and send it back to school.
- **Lunch Detention:** Teachers keep students in their classroom during the lunch period. Students may be required to complete written reflections, complete missed work or make up for their behavior by doing some form of community service during this time.
- **Reconciliation:** We believe deeply in the idea of community and that students are responsible for their actions and the impact they have on others. Therefore, depending on the severity of the incident, students may be asked to publicly acknowledge the negative impact that their conduct had on the community and/or their individual class. If a child has been suspended, for example, the child will return to his/her class after the suspension and be asked to acknowledge his/her unacceptable behavior and articulate what he/she did wrong. The student will also be asked to say how his/her conduct violated one of the school’s virtues or rules, and state how he/she will act differently in the future. This acknowledgement emphasizes the concept of every student’s responsibility towards their community.
- **Reparations:** In order to reinforce the idea that negative behavior affects others, students may be asked to compensate those affected by their negative behavior, or “fix” the situation. For example, a student may be required to clean or paint over vandalism, clean an area that was destroyed, replace damaged property that he/she caused or perform community service.
- **Office Referral:** If a student repeatedly disrupts the learning environment, the student may be removed from class at the discretion of the teacher. The student will be sent to another classroom, until such time as he/she is instructed to return to class. If the problem persists, the student may be referred to an administrator, which is considered an Office Referral. An Office Referral provides a student the chance

to stop negative behavior, reflect on his/her actions and return to class ready to be productive members of the learning community.

- **Parent Conference/Conversations:** Parents or guardians are integral partners in helping us support a child who is struggling in school either socially or academically. By coordinating strategies to support students in understanding appropriate behavior, we increase the likelihood of success and avoid confusion and mixed messages. Teachers will be communicating on a regular basis via phone, email or by meeting to make sure that all parties are aware of issues and are working together to solve the problem. Administrators may also get involved in working with families to develop productive solutions.
- **Behavior Contract:** A behavior contract may be developed for students who regularly violate the Code of Conduct and require consistent monitoring to modify their behavior. The behavior contract will clearly describe expected behaviors for the student and a parent or guardian will be required to sign the document. Students will keep the contract with them each day and have it signed by their teachers during the day. The contract will be reviewed on a regular basis to determine whether it is still necessary.
- **Loss of Privileges:** Students who continue to exhibit negative behaviors will face the loss of privileges, including access to extra-curricular programs, field trips, special events and ceremonies.
- **In-School Suspension:** VBP Indy may require students to serve an in-school suspension during which they are not allowed to spend the day as members of their class communities. In-school suspensions are determined by the Principal and are used only for serious or persistent infractions of school rules. Students, who have received an in-school suspension, must spend the school day supervised by a staff member in one of the school offices doing their schoolwork, which must be completed and signed by his or her teacher or a member of the Leadership team, before he or she can be dismissed.
- **Out of School Suspension and Expulsion:** To create and maintain a safe, supportive, fair and reliable school community, VBP Indy will suspend students from school for the most serious breaches of the Code of Conduct. In all cases, parents or guardians will be informed and must attend a conference with the Principal. Suspensions will be recorded in student's records. In the event that a child is suspended, an alternative instructional setting will be established as soon as possible no later than the day after the suspension or expulsion is effective.

Below is a list of possible infractions and their potential consequences. This list is not exhaustive and teachers and staff can supplement these rules with their own rules for classes and events. All discipline will take into account the history, specific context and severity of the negative behavior. In addition, violations of the Code of Conduct and consequences are subject to the discretion of the Principal and may be adjusted accordingly. Finally, any breaches of state or federal law may be handled in cooperation with Indianapolis Police Department or other authorities.

Infractions	Range of Consequences
<b>Level 1</b>	
<ul style="list-style-type: none"> <li>• Slouching/failing to be in scholarly position</li> <li>• Calling out an answer</li> <li>• Having an un-tucked shirt</li> <li>• Chewing gum or bringing candy to school</li> <li>• Rolling eyes or other minor disrespectful behavior</li> <li>• Wearing makeup</li> </ul>	<ul style="list-style-type: none"> <li>• Warning/reprimand by school staff</li> <li>• Student is reminded of appropriate behavior and task at hand</li> <li>• Student is reminded of past poor decisions and provided with productive alternative choices that should be made</li> </ul>
<b>Level 2</b>	
<ul style="list-style-type: none"> <li>• Repeating a Level 1 infraction</li> <li>• Being off-task</li> <li>• Being unprepared for class (which includes but is not limited to failing to bring pencil, not completing homework, etc...)</li> <li>• Failing to follow directions</li> <li>• Failing to complete work</li> </ul>	<ul style="list-style-type: none"> <li>• Student is reminded of appropriate behavior and task at hand</li> <li>• Student is given a verbal warning</li> <li>• Student is given a "Time Out" within the classroom and separated from other students</li> <li>• Removal from classroom for "Time Out" outside of the classroom (another classroom or</li> </ul>

Infractions	Range of Consequences
<ul style="list-style-type: none"> <li>• Arriving late to school/class and/or violating school attendance policy</li> <li>• Failing to be in school uniform and/or violating school uniform policy</li> <li>• Wearing clothing or other items that are unsafe or disruptive to the educational process</li> <li>• Failure to obtain signatures for required assignments</li> <li>• Disrupting class or educational process in any way at any time (which includes but is not limited to making excessive noise in a classroom, failing to participate, refusing to work with partners, etc...)</li> <li>• Being in an off-limits location without permission</li> <li>• Failing to be in one's assigned place on school premises</li> <li>• Getting out of your seat without permission at any point during the school day</li> <li>• Going to the bathroom without permission or at undesignated times</li> <li>• Making noise in the hallways, in the auditorium, or library without permission</li> <li>• Inappropriate noise levels in lunchroom, gym, and during arrival and dismissal</li> <li>• Leaving the recess area during recess without permission from an authorized adult</li> <li>• Engaging in unsafe behavior, failing to use recess equipment properly, or failing to follow directions during recess</li> <li>• Excluding classmates in games/activities during recess</li> <li>• Using school equipment (i.e. computers, faxes, phones) without permission</li> <li>• Bringing electronic equipment to school of any kind without school authorization (which includes but is not limited to cell phones, game boys, walkmans, i-pods, headphones, pagers, radios, etc...)</li> <li>• Littering on school grounds</li> <li>• Verbally dishonoring a fellow student (which includes but is not limited to teasing, name calling, being rude, mocking, etc...)</li> <li>• Verbally dishonoring faculty, staff, or other school community members (which includes but is not limited to being rude, disobeying instructions, etc...)</li> </ul>	<p>administrator's office)</p> <ul style="list-style-type: none"> <li>• Additional assignments which require student to reflect on behavior in writing or orally (depending on grade)</li> <li>• Call home to parents</li> <li>• Student-Parent-Teacher conference</li> <li>• Student-Parent-Administrator conference</li> <li>• In-school disciplinary action (which includes but is not limited to exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or other activities)</li> <li>• Verbal or written apology to community</li> <li>• Staying after school or coming in on Saturdays</li> <li>• In-school suspension (possibly immediate)</li> <li>• Out-of-school suspension (possibly immediate)</li> <li>• Other consequences/responses deemed appropriate by school (including but not limited to extended suspension for a fixed period or expulsion)</li> </ul>
<b>Level 3</b>	
<ul style="list-style-type: none"> <li>• Repeating a Level 2 infraction</li> <li>• Dishonoring a fellow student using profanity, racial slurs, or any foul or discriminatory</li> </ul>	<ul style="list-style-type: none"> <li>• Sent to Principal's office</li> <li>• Loss of classroom/school privileges</li> <li>• Additional assignments which require student to</li> </ul>



Infractions	Range of Consequences
<p>language</p> <ul style="list-style-type: none"> <li>• Dishonoring a faculty or staff member using profanity, racial slurs, or any foul or discriminatory language</li> <li>• Disobeying or defying school staff or any school authority/personnel</li> <li>• Using profane, obscene, lewd, abusive, or discriminatory language or gestures in any context (which includes but is not limited to slurs based upon race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability)</li> <li>• Posting or distributing inappropriate materials (which includes but is not limited to unauthorized materials, defamatory or libelous materials, or threatening materials)</li> <li>• Violating the school's Internet policy (which includes but is not limited to using the Internet for purposes not related to school or non-educational purposes or which result in security/privacy violations. Personal internet use is contingent upon express permission from a school authority)</li> <li>• Forgery of any kind</li> <li>• Lying or providing false or misleading information to school personnel</li> <li>• Engaging in any academic dishonesty (which includes but is not limited to cheating, plagiarizing, copying another's work, or colluding/fraudulent collaboration without expressed permission from a school authority)</li> <li>• Tampering with school records or school documents/materials by any method</li> <li>• Falsely activating a fire alarm or other disaster alarm or making false threats of any kind</li> <li>• Misusing other people's property</li> <li>• Vandalizing school property or property belonging to staff, students, or others (which includes but is not limited to writing on desks, writing on school books, damaging property, etc...)</li> <li>• Stealing or knowingly possessing property belonging to another person without proper authorization</li> <li>• Smoking</li> <li>• Gambling</li> <li>• Throwing any objects inappropriately</li> <li>• Engaging in inappropriate or unwanted physical contact</li> <li>• Fighting or engaging in physically aggressive behavior of any kind (which includes but is not limited to play fighting, horsing around, shoving,</li> </ul>	<p>reflect on behavior in writing or orally (depending on grade)</p> <ul style="list-style-type: none"> <li>• Call home to parents</li> <li>• Removal from classroom for "Time Out" outside of the classroom (another classroom or administrator's office)</li> <li>• Student-Parent-Administrator Conference</li> <li>• In-School disciplinary action (which includes but is not limited to exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or other activities)</li> <li>• Verbal or written apology to Community</li> <li>• Staying after school or coming in on Saturdays</li> <li>• In-school suspension (possibly immediate)</li> <li>• Out-of-school suspension (possibly immediate)</li> <li>• Other consequences/responses deemed appropriate by school (including but not limited to extended suspension for a fixed period)</li> <li>• Expulsion</li> </ul>

Infractions	Range of Consequences
pushing, or any unwanted or aggressive physical contact) <ul style="list-style-type: none"> <li>Leaving class, school-related activity, or school premises without school authorization</li> <li>Repeatedly failing to show up to class, school, or any school activity or event and/or repeatedly violating school attendance policy</li> </ul>	
<b>Level 4</b>	
<ul style="list-style-type: none"> <li>Repeating a Level 3 Infraction</li> <li>Repeated in-school and/or out-of-school suspensions</li> <li>Exhibiting blatant and repeated disrespect for school code, policies, community, or culture</li> <li>Engaging in gang-related behavior (which includes but is not limited to wearing gang apparel, making gestures, or signs)</li> <li>Destroying or attempting to destroy school property</li> <li>Engaging in intimidation, bullying, harassment, coercion, or extortion or threatening violence, injury, or harm to others (empty or real) or stalking or seeking to coerce</li> <li>Engaging in behavior which creates a substantial risk of or results in injury/assault against any member of the school community</li> <li>Engaging in sexual, racial, or any other type of harassment</li> <li>Possessing, transferring, or using alcohol, other drugs or controlled substances</li> <li>Participating in an incident of group violence</li> <li>Possessing a weapon</li> <li>Charged with or convicted of a felony</li> </ul>	<ul style="list-style-type: none"> <li>Sent to Principal/school administrator</li> <li>Loss of classroom/school privileges</li> <li>Additional assignments which require student to reflect on behavior in writing or orally (depending on grade)</li> <li>Call home to parents</li> <li>Removal from classroom or "Time Out" outside of the classroom (administrator's office)</li> <li>Student-Parent-Administrator Conference</li> <li>In-school disciplinary action (which includes but is not limited to exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or other activities)</li> <li>Verbal or written apology to community</li> <li>Staying after school or coming in on Saturdays</li> <li>In-school suspension (possibly immediate)</li> <li>Out-of-school suspension (possibly immediate)</li> <li>Other consequences/responses deemed appropriate by school (including but not limited to extended suspension for a fixed period)</li> <li>Expulsion</li> </ul>

**Disciplinary Procedures and Due Process:** Parents will be notified of all consequences that involve removing students from class, activities or the school. Students will be told of all charges against them and be provided with the opportunity to describe their side of the story. The principal or other school official shall consider this explanation prior to taking disciplinary action. For minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation. For more serious issues that involve removal of the student from participation in the school, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the Principal or his/her designee. At an informal conference, the student and parent/guardian will be given an opportunity to deny or explain the charges, to present his/her own evidence and question the complaining

witness(es). A written decision will be issued after the informal conference. The written notice and informal conference shall be in the parent/guardian's dominant language or translation will be made.

1. **Short-Term Suspension:** A short-term suspension is defined as an in-school or out-of-school suspension of 5 days or less. The Principal may impose short-term suspension for serious cause. If necessary, the student will be immediately removed from the class or the school. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the Principal or his/her designee. At an informal conference, the student and parent/guardian will be given an opportunity to deny or explain the charges and to present his/her own evidence. The Principal may then, at his or her discretion, decide to impose lesser consequences than suspension. A written decision will be issued after the informal conference. Both the informal conference and subsequent written notice shall be in the parent/guardian's dominant language or translation will be made.
2. **Long-Term Suspension:** A long-term suspension is defined as an in-school or out-of-school suspension of more than 5 days. When the school proposes a long-term suspension, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a long-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian and the student of the student's right to a formal hearing at which he/she may be represented by counsel, cross-examine witnesses against him/her, and present witnesses and evidence of his/her own. If the student or his/her parent/guardian will be represented by counsel at the hearing, notice must be provided to the Principal no less than 2 days before the hearing is scheduled. The written notice and hearing shall be in the parent/guardian's dominant language or a translation will be made. The Principal or a delegate will preside over the hearing and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate. A decision by the Principal will stand as the final decision regarding the student's long-term suspension status, though the student's family has the right to appeal to the Board of Trustees.
3. **Expulsion:** An expulsion is the permanent removal of a student from the school. In the case of conduct which in the school's judgment warrants expulsion, the student may be subjected to a short or long-term suspension first. If the Principal decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the Principal will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board. If the school expels a student, the school will cooperate with any school to which the student seeks to enroll, including providing the receiving school with all relevant information regarding the student's academic performance and student records, upon request of the school or parent/guardian.

**Students with Disabilities:** The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act (IDEA), its implementing regulations and applicable Indiana state law respecting students with disabilities.

Generally, a student with, or suspected of having, a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above. However, when a student is suspended for more than 10 days, or on multiple occasions that, in the aggregate, amount to more than 10 days in a school year, additional safeguards are in place to ensure that the student's behavior was not tied to or was a manifestation of his/her disability. An exclusion from school for a period greater than 10 days, as described in this paragraph, is considered a change in placement.

A student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to an infraction, the matter will be immediately referred for consideration of a change in the guidelines.

If a student does not currently have an IEP, but prior to the behavior which is the subject of the disciplinary action the school has a basis of knowledge that a disability exists, the student's family may request that the student be disciplined in accordance with these provisions.

**Alternative Instruction:** Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and each individual family on a case-by-case basis. In cases of suspension, alternative instruction by qualified staff will be offered within 24 hours of any suspension. Such instruction can be at a location and time of the school's choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide tutoring to a suspended student at the school, the student's home or some other reasonably accessible location, either during the school day or before or after school hours. Alternative instruction means actual instruction as opposed to simply giving homework or assigning self-study. The quality of the instruction will be designed to allow the student to keep pace with school work, receive all assignments and assessments, and generally advance with the curriculum. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension. During long-term suspensions, the school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student's school district of residence. For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the student's school district of residence either through agreement with the school district or by operation of law.

If the suspension of a student with a disability is upheld, the student, at the school's sole discretion, may be placed in alternative instruction, or be required to remain at home during the pendency of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior. A suspended elementary school student will be assigned to alternative instruction for direct instruction for a minimum of one hour per day. The school will assign staff to develop alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward his/her IEP goals. If the school believes it is unable to accommodate the provisions of the student's IEP, it will immediately convene a meeting to remedy the situation. The school will coordinate with the student's general education teachers to ensure that the coursework and homework is gathered and provided to the student. During alternative instruction, the school will insure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion. In addition, when appropriate, the student may be assigned a project designed to address the behavior that gave rise to the suspension.

**Bus Policy:** Appropriate behavior on school buses is necessary at all times to make transportation safe and efficient; therefore, misconduct on the bus will not be tolerated. The following system is in place in the event

a student does not behave properly on the bus:

- **1st incident:** a warning is issued
- **2nd incident:** the student will not be allowed to use the bus for one day
- **3rd incident:** the student will not be allowed to use the bus for an entire school week
- **4<sup>th</sup> incident:** the student will be prohibited from using the bus.

**Gun-Free Schools:** Federal and state law require expulsion from school for a period of not less than one year for a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis. "Weapon" as used in this law includes firearms and explosives. The principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding. Any action taken by criminal justice or juvenile agencies will be in addition to, and independent of, discipline imposed by a school.

**ATTACHMENT I**  
**Sample Exit Standards**

## Sample Exit Standards

In order to complete elementary school at VBP Indy and move on to middle school, a student must demonstrate mastery of skills, content and character in all subjects at the 5<sup>th</sup> grade level or above. Below are sample standards for the 2<sup>nd</sup> and 5<sup>th</sup> grade in English language arts, mathematics and science based on the Core Knowledge Sequence, which is aligned to the Common Core Learning Standards. Student mastery of these standards will be evaluated using results from state exams, NWEA MAP tests and internal school assessments and grades.

ENGLISH LANGUAGE ARTS	
2 <sup>ND</sup> Grade	5 <sup>TH</sup> Grade
<p><b><u>LISTENING AND SPEAKING</u></b></p> <p><b>A. CLASSROOM DISCUSSION</b></p> <ul style="list-style-type: none"> <li>• Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in both small and large group settings.</li> <li>• Speak clearly with volume appropriate to the setting.</li> <li>• Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</li> <li>• Ask questions to clarify conversations, directions, exercises.</li> <li>• Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).</li> <li>• Understand and use narrative language to describe people, places, things, locations, events, actions.</li> <li>• Understand and use common sayings and phrases.</li> </ul> <p><b>B. PRESENTATION OF IDEAS AND INFORMATION</b></p> <ul style="list-style-type: none"> <li>• Follow multi-step, oral directions.</li> <li>• Give simple directions and provide simple explanations.</li> <li>• Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.</li> <li>• Give oral using appropriate eye contact, volume and clear enunciation.</li> </ul> <p><b>C. COMPREHENSION OF READ-ALOUDS</b></p> <ul style="list-style-type: none"> <li>• Listen to and understand a variety of texts read aloud, including stories, fairy tales, fables, historical narrative, drama, non-fiction text, and poems.</li> <li>• Distinguish the following genres of literature: fiction, nonfiction and drama.</li> <li>• Sequence four to six pictures illustrating events in a read aloud.</li> <li>• Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.</li> <li>• Summarize in one’s own words selected parts of a read-aloud.</li> <li>• Ask questions to clarify information in a read-aloud.</li> </ul>	<p><b><u>WRITING, GRAMMAR AND USAGE</u></b></p> <p><b>A. WRITING AND RESEARCH</b></p> <ul style="list-style-type: none"> <li>• Produce a variety of types of writing—including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems—with a coherent structure or story line.</li> <li>• Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line).</li> <li>• Write short reports synthesizing information from at least three different sources, presenting the information in his or her own words, with attention to the following: understanding the purpose and audience of the writing; defining a main idea and sticking to it; providing an introduction and conclusion; organizing material in coherent paragraphs; illustrating points with relevant examples; documenting sources in a rudimentary bibliography.</li> </ul> <p><b>B. GRAMMAR AND USAGE</b></p> <ul style="list-style-type: none"> <li>• Understand what a complete sentence is, and identify subject and predicate correct fragments and run-ons</li> <li>• Identify subject and verb in a sentence and understand that they must agree.</li> <li>• Know the following parts of speech and how they are used: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections.</li> <li>• Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender.</li> <li>• Correctly use punctuation studied in earlier grades, as well as the colon before a list and commas with an appositive</li> <li>• Use underlining or italics for titles of books.</li> </ul> <p><b>C. VOCABULARY</b></p> <p>Know how the following prefixes and suffixes affect word meaning:</p> <ul style="list-style-type: none"> <li>• anti (as in antisocial, antibacterial)</li> <li>• inter (as in interstate)</li> <li>• co (as in coeducation, co-captain)</li> <li>• mid (as in midnight, Midwest)</li> </ul>

- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.
- Describe the use of rhyme, rhythm and sensory images used in poetry.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.

### **READING**

#### **A. PHONICS: DECODING AND ENCODING**

- Demonstrate understanding that a systematic relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that two or more printed letters can stand for a single sound.
- Read multi-syllable words.
- Read and write words with inflectional endings.
- Read, understand, and write contractions.
- Sort words according to the spelling used to represent a specific phoneme.
- Read tricky spellings that can be sounded two ways.
- Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.
- Read at least 100 words generally identified as high frequency words.

#### **B. ORAL READING AND FLUENCY**

- Read decodable stories that incorporate the taught code knowledge.
- Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (90 wpm by the end of the year).
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 20 minutes each day.

#### **C. READING COMPREHENSION**

- Demonstrate understanding of text.
- Sequence four to six pictures illustrating events from a text.
- Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that

- fore (as in forefather, foresee)
- post (as in postseason, postwar)
- il, ir (as in illegal, irregular)
- semi (as in semicircle, semiprecious)
- ist (as in artist, pianist)
- ish (as in stylish, foolish)
- ness (as in forgiveness, happiness)
- tion, sion (as in relation, extension)

### **FICTION AND DRAMA**

- Understand and be able to use the following literacy terms: pen name (pseudonym), literal and figurative language, imagery, metaphor and simile, symbol and personification.
- Be familiar with the literary canon through 5th grade, including stories, dramas, myths and legends.
- The texts listed here constitute a selected core of literature for this grade:
  - The Adventures of Tom Sawyer (Mark Twain)
  - episodes from Don Quixote (Miguel de Cervantes)
  - Little Women (Part First) (Louisa May Alcott)
  - Narrative of the Life of Frederick Douglass (Frederick Douglass)
  - The Secret Garden (Frances Hodgson Burnett)
  - Tales of Sherlock Holmes, including “The Red-Headed League” (Arthur Conan Doyle)
  - A Midsummer Night’s Dream (William Shakespeare)
  - A Tale of the Oki Islands (a legend from Japan, also known as “The Samurai’s Daughter”)
  - Morning Star and Scarface: the Sun Dance (a Plains Native American legend, also known as “The Legend of Scarface”)
  - Native American trickster stories (for example, tales of Coyote, Raven, or Grandmother Spider)

### **POETRY**

- Analyze poetry and understand use of language and devices, including simile, metaphor, onomatopoeia and alliteration.
- Be familiar with the poetry canon through 5th grade.
- The poems listed here constitute a selected core of poetry for this grade:
  - The Arrow And The Song (Henry Wadsworth Longfellow)
  - Barbara Frietchie (John Greenleaf Whittier)
  - Battle Hymn of the Republic (Julia Ward Howe)
  - A bird came down the walk (Emily Dickinson)
  - Casey at the Bat (Ernest Lawrence Thayer)
  - The Eagle (Alfred Lord Tennyson)
  - I Hear America Singing (Walt Whitman)
  - I like to see it lap the miles (Emily Dickinson)
  - I, too, sing America (Langston Hughes)
  - Jabberwocky (Lewis Carroll)
  - Narcissa (Gwendolyn Brooks)
  - O Captain! My Captain! (Walt Whitman)



has been read independently.

- Identify basic text features and what they mean, including title, table of contents, chapter headings and captions.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Compare and contrast similarities and differences within a single text or between multiple texts read independently.
- Make personal connections to events or experiences in a text and/or make connections among several texts.
- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
- Use pictures accompanying the written text to support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.
- Interpret information and then ask questions to clarify this information.
- Identify who is telling a story or providing information in a text.
- Identify temporal words that sequence events, i.e., first, next, then, etc.
- Identify words that link ideas, i.e., for example, also, in addition.

### **WRITING**

#### **A. NARRATIVE WRITING**

- Write a familiar story that includes setting(s), character(s), dialogue, using temporal words and phrases to indicate the chronology of events.
- Write a personal narrative.
- Create a title and an ending that are relevant to the narrative.

#### **B. INFORMATIVE/EXPLANATORY WRITING**

- Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific.
- Group similar information into paragraphs.
- Use linking words to connect ideas within a paragraph.

#### **C. PERSUASIVE WRITING (OPINION)**

- Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion.
- Use words to link opinions with reasons or supporting details.
- Create a title that is relevant to the topic or subject of the text.

### **LANGUAGE CONVENTIONS**

- A Poison Tree (William Blake)
- The Road Not Taken (Robert Frost)
- The Snowstorm (Ralph Waldo Emerson)
- Some Opposites (Richard Wilbur)
- The Tiger (William Blake)
- A Wise Old Owl (Edward Hersey Richards)

### **SPEECHES**

- Understand the use of alliteration, symbols, slang and dialect.
- Be familiar with the notable speeches.
- Students in this grade should be familiar with the following speeches:
  - Abraham Lincoln: The Gettysburg Address
  - Chief Joseph (Highh'moot Tooyalakekt): “I will fight no more forever”

### **SAYING AND PHRASES**

- Be familiar with and understand the meaning of common sayings and phrases in the English language culture.
- Students in this grade should be familiar with the following sayings:
  - Birthday suit
  - Bite the hand that feeds you.
  - Chip on your shoulder
  - Count your blessings.
  - Eat crow
  - Eleventh hour
  - Eureka!
  - Every cloud has a silver lining.
  - Few and far between
  - Forty winks
  - The grass is always greener on the other side (of the hill).
  - To kill two birds with one stone
  - Lock, stock and barrel
  - Make a mountain out of a molehill
  - A miss is as good as a mile.
  - It's never too late to mend.
  - Out of the frying pan and into the fire.
  - A penny saved is a penny earned.
  - Read between the lines.
  - Sit on the fence
  - Steal his/her thunder
  - Take the bull by the horns.
  - Till the cows come home
  - Time heals all wounds.
  - Tom, Dick and Harry
  - Vice versa
  - A watched pot never boils.
  - Well begun is half done.
  - What will be will be.

**A. SPELLING**

- Write phonemically plausible spellings for words using current code knowledge, e.g., write doller for dollar, wate for wait or weight.
- Write words, phrases, and sentences applying phonics knowledge.
- Alphabetize words to the second letter.
- Identify and use synonyms, antonyms, homophones, and compound words.

**B. PARTS OF SPEECH AND SENTENCE STRUCTURE**

- Recognize, identify and use subject, object, and possessive pronouns; correct noun-pronoun agreement, common and proper nouns, regular and irregular plural nouns, regular and irregular past, present, and future tense verbs, adjectives, adverbs, subjects and predicates, statements, questions, and exclamations, complete simple and compound sentences.

**C. CAPITALIZATION, AND PUNCTUATION**

- Capitalize the first word in a sentence, the pronoun I, and proper nouns, months, days of the week, titles of people, and addresses.
- Recognize, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people, and addresses.
- Identify and use end punctuation, including periods, question marks, and exclamation points.
- Use commas appropriately in greetings and closings of letters, dates, items in a series, and addresses.
- Write a simple friendly letter.
- Use apostrophes to create contractions and indicate possession.
- Use quotation marks appropriately to designate direct speech.

MATHEMATICS	
2 <sup>ND</sup> Grade	5 <sup>TH</sup> Grade
<p><b><u>NUMBERS AND NUMBER SENSE</u></b></p> <ul style="list-style-type: none"> <li>• Write numbers to 1,000.</li> <li>• Read and write words for numbers from one to one-hundred.</li> <li>• Order and compare numbers to 1,000, using the signs &lt;, &gt;, and = .</li> <li>• Count by twos, threes, fives, and tens; by tens from any given number; by hundreds to 1,000; by fifties to 1,000 forward and backward</li> <li>• Use a number line.</li> <li>• Identify ordinal position, 1st to 20th, and write words for ordinal numbers, first to twentieth.</li> <li>• Identify even and odd numbers.</li> <li>• Identify dozen; half-dozen; pair.</li> <li>• Recognize place value: ones, tens, hundreds, thousands.</li> <li>• Write numbers up to hundreds in expanded.</li> <li>• Given a number, identify one more and one less; ten more and ten less.</li> <li>• Round to the nearest ten.</li> <li>• Create and interpret simple bar graphs.</li> <li>• Identify and extend numerical and symbolic patterns.</li> <li>• Record numeric data systematically and find the lowest and highest values in a data set.</li> </ul> <p><b><u>FRACTIONS</u></b></p> <ul style="list-style-type: none"> <li>• Recognize these fractions as part of a whole set or region and write the corresponding numerical symbols: <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{1}{6}</math>, <math>\frac{1}{8}</math>, <math>\frac{1}{10}</math>.</li> <li>• Recognize fractions that are equal to 1.</li> </ul> <p><b><u>MONEY</u></b></p> <ul style="list-style-type: none"> <li>• Recognize relative values of a penny, nickel, dime, quarter, and dollar.</li> <li>• Write amounts of money using \$ and ¢ signs, and the decimal point.</li> <li>• Show how different combinations of coins equal the same amounts of money.</li> <li>• Add and subtract amounts of money.</li> </ul> <p><b><u>COMPUTATION</u></b></p> <p><b>A. ADDITION</b></p> <ul style="list-style-type: none"> <li>• Achieve timed mastery of addition facts (2 seconds).</li> <li>• Recognize what an addend is.</li> <li>• Know how to write addition problems horizontally and vertically.</li> <li>• Know how to add in any order.</li> <li>• Estimate the sum.</li> <li>• Solve two-digit and three-digit addition problems.</li> <li>• Find the sum (up to 999) of any two whole numbers.</li> </ul>	<p><b><u>NUMBERS AND NUMBER SENSE</u></b></p> <ul style="list-style-type: none"> <li>• Read and write numbers (in digits and words) up to the billions.</li> <li>• Recognize place value up to billions.</li> <li>• Order and compare numbers to 999,999,999 using the signs &lt;, &gt;, and =.</li> <li>• Write numbers in expanded form.</li> <li>• Locate positive and negative integers on a number line.</li> <li>• Compare integers using the symbols &lt;, &gt;, = .</li> <li>• Know that the sum of an integer and its opposite is 0.</li> <li>• Add and subtract positive and negative integers.</li> <li>• Using a number line, locate positive and negative whole numbers.</li> <li>• Round to the nearest ten; hundred; thousand.</li> <li>• Review perfect squares and square roots to 144.</li> <li>• read and evaluate numerical expressions with exponents.</li> <li>• Identify a set and the members of a set, as indicated by { }.</li> <li>• Identify numbers under 100 as prime or composite.</li> <li>• Identify prime factors of numbers to 100 and write using exponential notation for multiple primes.</li> <li>• Determine the greatest common factor (GCF) of given numbers.</li> <li>• Determine the least common multiple (LCM) of given numbers.</li> </ul> <p><b><u>RATIOS AND PERCENTS</u></b></p> <p><b>A. RATIO</b></p> <ul style="list-style-type: none"> <li>• Determine and express simple ratios.</li> <li>• Use ratio to create a simple scale drawing.</li> <li>• Ratio and rate: solve problems on speed as a ratio.</li> </ul> <p><b>B. PERCENT</b></p> <ul style="list-style-type: none"> <li>• Recognize the percent sign (%) and understand percent as “per hundred.”</li> <li>• Express equivalences between fractions, decimals, and percents, and know common equivalences:</li> </ul> <p><b><u>FRACTIONS AND DECIMALS</u></b></p> <p><b>A. FRACTIONS</b></p> <ul style="list-style-type: none"> <li>• Determine the least common denominator (LCD) of fractions with unlike denominators.</li> <li>• Recognize equivalent fractions.</li> <li>• Put fractions in lowest terms.</li> <li>• Compare fractions using the signs &lt;, &gt;, and = .</li> <li>• Identify the reciprocal of a given fraction; know that the product of a given number and its reciprocal = 1.</li> <li>• Add and subtract mixed numbers and fractions.</li> <li>• Multiply and divide fractions.</li> <li>• Add and subtract fractions with like and unlike</li> </ul>

- Add three two-digit numbers.
- Practice doubling (adding a number to itself).

#### **B. SUBTRACTION**

- Understand the inverse relation between addition and subtraction; use addition to check subtraction.
- Know addition and subtraction “fact families.”
- Achieve mastery of subtraction facts.
- Estimate the difference.
- Know how to write subtraction problems horizontally and vertically.
- Solve two-digit and three-digit subtraction problems.
- Given two whole numbers of 999 or less, find the difference.

#### **C. INTRODUCTION TO MULTIPLICATION**

- Recognize the “times” sign (x).
- Know what “factor” and “product” mean.
- Understand that you can multiply numbers in any order.
- Know the product of any single-digit number x 1, 2, 3, 4, 5.
- Know what happens when you multiply by 1, by 0, and by 10.
- Practice simple word problems involving multiplication.

#### **D. SOLVING PROBLEMS AND EQUATIONS**

- Solve basic word problems.
- Write and solve simple.

### **MEASUREMENT**

#### **A. LINEAR MEASURE**

- Make linear measurements in feet and inches, and in centimeters.
- Know that one foot = 12 inches.
- Know abbreviations: ft., in.
- Measure and draw line segments in inches to 1/2 inch, and in centimeters.
- Estimate linear measurements, then measure to check estimates.

#### **B. WEIGHT**

- Compare weights of objects using a balance scale.
- Estimate and measure weight in pounds, and know abbreviation: lb.

#### **C. CAPACITY (VOLUME)**

- Estimate and measure capacity in cups.
- Measure liquid volumes: cups, pints, quarts, gallons.
- Compare U.S. and metric liquid volumes: quart and liter (one liter is a little more than one quart).

#### **D. TEMPERATURE**

- Measure and record temperature in Fahrenheit to the nearest 2 degrees.
- Know the degree sign: °

#### **E. TIME**

- Read a clock face and tell time to five-minute intervals.

denominators.

- Add, subtract, multiply mixed numbers and fractions.
- Round fractions to the nearest whole number.
- Write fractions as decimals.

#### **B. DECIMALS**

- Read, write, and order decimals to the nearest ten-thousandth.
- Write decimals in expanded form.
- Read and write decimals on a number line.
- Round decimals to the nearest tenth; hundredth; thousandth.
- Estimate decimal sums, differences, and products by rounding.
- Add and subtract decimals through ten-thousandths.
- Multiply decimals: by 10, 100, and 1,000; by another decimal.
- Divide decimals by whole numbers and decimals.

### **COMPUTATION**

#### **A. ADDITION**

- Commutative and associative properties.

#### **B. MULTIPLICATION**

- Commutative, associative, and distributive properties.
- Multiply two factors of up to four digits each.
- Write numbers in expanded form using multiplication.
- Estimate a product.
- Use mental computation strategies for multiplication.
- Solve word problems involving multiplication.

#### **C. DIVISION**

- Understand multiplication and division as inverse operations.
- Know what it means for one number to be “divisible” by another number.
- Know how to move the decimal point when dividing by 10, 100, or 1,000.
- Divide up to four digits by one-digit, two-digit, and three-digit divisors.
- Solve division problems with remainders; round a repeating decimal.
- Check division by multiplying (and adding remainder).

#### **D. SOLVING PROBLEMS AND EQUATIONS**

- Solve word problems with multiple steps.
- Solve problems with more than one operation.

### **MEASUREMENT**

- Convert to common units in problems involving different units.
- Time: Solve problems on elapsed time.

### **GEOMETRY**

- Identify and draw points, segments, rays, lines.
- Identify lines: horizontal; vertical; perpendicular; parallel;

- Know how to distinguish time as A.M. or P.M.
- Understand noon and midnight.
- Solve problems on elapsed time (how much time has passed?).
- Using a calendar, identify the date, day of the week, month, and year.
- Write the date using words and numbers.

### **GEOMETRY**

- Identify and draw basic plane figures: square, rectangle, triangle, circle.
- Describe square, rectangle, triangle according to number of sides; distinguish between square and rectangle as regards length of sides (a square has sides of equal length).
- Measure perimeter in inches of squares and rectangles.
- Identify solid figures—sphere, cube, pyramid, cone, cylinder—and associate with planar shapes: sphere (circle), cube (square), pyramid (triangle).
- Make congruent shapes and designs.
- Identify lines as horizontal; vertical; perpendicular; parallel.
- Name lines and line segments (for example, line AB; segment CD).
- Identify a line of symmetry, and create simple symmetric figures.

intersecting.

- Measure the degrees in angles, and know that right angle =  $90^\circ$ ; acute angle: less than  $90^\circ$ ; obtuse angle: greater than  $90^\circ$ ; and straight angle =  $180^\circ$
- Identify and construct different triangles: equilateral, right, and isosceles.
- Know what it means for triangles to be congruent.
- Identify polygons: triangle, quadrilateral, pentagon, hexagon, and octagon, parallelogram, trapezoid, rhombus, rectangle, square
- Know regular polygons have sides of equal length & angles of equal measure.
- Identify and draw diagonals of polygons.

### **Circles**

- Identify arc, chord, radius (plural: radii), and diameter (radius =  $\frac{1}{2}$  diameter).
- Using a compass, draw circles with a given diameter or radius.
- Find the circumference of a circle using the formulas  $C = \pi d$ , and  $C = 2 \pi r$ , using 3.14 as the value of pi.

### **Area**

- Review the formula for the area of a rectangle (Area = length x width) and solve problems involving finding area in a variety of square units.
- Find the area of triangles, using the formula  $A = \frac{1}{2}(b \times h)$ .
- Find the area of a parallelogram using the formula  $A = b \times h$ .
- Find the area of an irregular figure (such as a trapezoid) by dividing into regular figures for which you know how to find the area.
- Compute volume of rectangular prisms in cubic units (cm<sup>3</sup>, in<sup>3</sup>).
- Find the surface area of a rectangular prism.

### **PROBABILITY AND STATISTICS**

- Understand probability as a measure of the likelihood that an event will happen; using simple models, express probability of a given event as a fraction, as a percent, and as a decimal between 0 and 1.
- Collect and organize data in graphic form (bar, line, and circle graphs).
- Solve problems requiring application of graphically displayed data.
- Find the average (mean) of a given set of numbers.
- Plot points on a coordinate plane, using ordered pairs of positive and negative whole numbers.
- Graph simple functions.

### **PRE-ALGEBRA**

- Recognize variables and solve basic equations using variables.
- Write and solve equations for word problems.

SCIENCE	
2 <sup>ND</sup> Grade	5 <sup>TH</sup> Grade
<p align="center"><b><u>CYCLES IN NATURE</u></b></p> <p><b>A. SEASONAL CYCLES</b></p> <ul style="list-style-type: none"> <li>• The four seasons and earth's orbit around the sun (one year)</li> <li>• Seasons and life processes</li> <li>• Spring: sprouting, sap flow in plants, mating and hatching</li> <li>• Summer: growth</li> <li>• Fall: ripening, migration</li> <li>• Winter: plant dormancy, animal hibernation</li> </ul> <p><b>B. LIFE CYCLES</b></p> <ul style="list-style-type: none"> <li>• The life cycle: birth, growth, reproduction, death</li> <li>• Reproduction in plants and animals</li> <li>• From seed to seed with a plant</li> <li>• From egg to egg with a chicken</li> <li>• From frog to frog</li> <li>• From butterfly to butterfly: metamorphosis (see below: Insects)</li> </ul> <p><b>C. THE WATER CYCLE</b></p> <ul style="list-style-type: none"> <li>• Most of the earth's surface is covered by water.</li> <li>• The water cycle</li> <li>• Evaporation and condensation</li> <li>• Water vapor in the air, humidity</li> <li>• Clouds: cirrus, cumulus, stratus</li> <li>• Precipitation, groundwater</li> </ul> <p align="center"><b><u>INSECTS</u></b></p> <ul style="list-style-type: none"> <li>• Helpful: pollination; products like honey and silk; eat harmful insects</li> <li>• Harmful: destroy crops, trees, buildings, clothes; carry disease; bite or sting</li> <li>• Distinguishing characteristics</li> <li>• Life cycles: metamorphosis</li> <li>• Social insects: ants and honeybees</li> </ul> <p align="center"><b><u>THE HUMAN BODY</u></b></p> <p><b>A. CELLS</b></p> <ul style="list-style-type: none"> <li>• All living things are made up of cells, too small to be seen without a microscope.</li> <li>• Cells make up tissues.</li> <li>• Tissues make up organs.</li> <li>• Organs work in systems.</li> </ul> <p><b>B. THE DIGESTIVE AND EXCRETORY SYSTEMS</b></p> <ul style="list-style-type: none"> <li>• Salivary glands, taste buds</li> <li>• Teeth: incisors, bicuspid, molars</li> <li>• Esophagus, stomach, liver, small intestine, large intestine</li> <li>• Kidneys, urine, bladder, urethra, anus, appendix</li> </ul> <p><b>C. TAKING CARE OF YOUR BODY: A HEALTHY DIET</b></p> <ul style="list-style-type: none"> <li>• The "food pyramid"</li> <li>• Vitamins and minerals</li> </ul>	<p align="center"><b><u>CLASSIFYING LIVING THINGS</u></b></p> <ul style="list-style-type: none"> <li>• Kingdoms: Plant, Animal, Fungus, Protist, Moneran.</li> <li>• Each kingdom is divided into Phylum, Class, Order, Family, Genus, Species</li> </ul> <p align="center"><b><u>CELL STRUCTURES AND PROCESSES</u></b></p> <ul style="list-style-type: none"> <li>• Structure of cells (both plant and animal)</li> <li>• Cells are shaped differently in order to perform different functions.</li> <li>• Organization of cells into tissues, organs, and systems.</li> </ul> <p align="center"><b><u>PLANT STRUCTURES AND PROCESSES</u></b></p> <p><b>A. STRUCTURE: NON-VASCULAR AND VASCULAR PLANTS</b></p> <p><b>B. PHOTOSYNTHESIS</b></p> <ul style="list-style-type: none"> <li>• Role in photosynthesis of: energy from sunlight, chlorophyll, carbon dioxide and water, xylem and phloem, stomata, oxygen, sugar (glucose)</li> </ul> <p><b>C. REPRODUCTION</b></p> <ul style="list-style-type: none"> <li>• Asexual reproduction</li> <li>• Vegetative reproduction: runners (for example, strawberries) and bulbs (for example, onions), growing plants from eyes, buds, leaves, roots, and stems</li> <li>• Sexual reproduction by spore-bearing plants (for example, mosses and ferns)</li> <li>• Sexual reproduction of non-flowering seed plants</li> <li>• Sexual reproduction of flowering plants (for example, peas)</li> <li>• Process of seed and fruit production: pollen, wind, insect and bird pollination, fertilization, growth of ovary, mature fruit</li> <li>• Seed germination and plant growth.</li> </ul> <p align="center"><b><u>LIFE CYCLES AND REPRODUCTION</u></b></p> <p><b>A. THE LIFE CYCLE AND REPRODUCTION</b></p> <ul style="list-style-type: none"> <li>• Development of an organism from birth to growth, reproduction, death</li> <li>• All living things reproduce. Reproduction may be asexual or sexual.</li> </ul> <p><b>B. SEXUAL REPRODUCTION IN ANIMALS</b></p> <ul style="list-style-type: none"> <li>• Reproductive organs: testes (sperm) and ovaries (eggs)</li> <li>• External fertilization: spawning</li> <li>• Internal fertilization: birds, mammals</li> <li>• Stages of embryo: egg, zygote, embryo, growth in uterus, fetus, newborn</li> </ul> <p align="center"><b><u>THE HUMAN BODY</u></b></p> <p><b>A. CHANGES IN HUMAN ADOLESCENCE</b></p> <ul style="list-style-type: none"> <li>• Puberty</li> </ul> <p><b>B. THE ENDOCRINE SYSTEM</b></p> <ul style="list-style-type: none"> <li>• Endocrine glands secrete (give off) chemicals called hormones.</li> </ul>

### **MAGNETISM**

- demonstrates that there are forces we cannot see that act upon objects.
- Most magnets contain iron.
- Lodestones: naturally occurring magnets
- Magnetic poles: north-seeking and south-seeking poles
- Magnetic field (strongest at the poles)
- Law of magnetic attraction: unlike poles attract, like poles repel
- The earth behaves as if it were a huge magnet: north and south magnetic poles (near, but not the same as, geographic North Pole and South Pole)
- Orienteering: use of a magnetized needle in a compass, which will always point to the north

### **SIMPLE MACHINES**

- Simple machines: lever, pulley, wheel-and-axle, gears, inclined plane, wedge, screw
- Friction, and ways to reduce friction (lubricants, rollers, etc.)

- Pituitary gland: secretes hormones that control other glands and growth
- Thyroid gland: controls the rate the body burns and uses food
- Pancreas: both a duct and ductless gland; secretes a hormone called insulin that regulates how the body uses and stores sugar
- Adrenal glands: secrete a hormone called adrenaline, especially when a person is frightened or angry, causing rapid heartbeat and breathing

### **C. THE REPRODUCTIVE SYSTEM**

- Females: ovaries, fallopian tubes, uterus, vagina, menstruation
- Males: testes, scrotum, penis, urethra, semen
- Sexual reproduction: intercourse, fertilization, zygote, implantation of zygote in the uterus, pregnancy, embryo, fetus, newborn

### **CHEMISTRY: MATTER AND CHANGE**

#### **A. ATOMS, MOLECULES, AND COMPOUNDS**

- Basics of atomic structure: nucleus, protons, neutrons, electrons
- Atoms are constantly in motion, electrons move around the nucleus in paths called shells (or energy levels).
- Atoms may join together to form molecules and compounds.
- Common compounds and their formulas:  $\text{H}_2\text{O}$ ,  $\text{NaCl}$ ,  $\text{CO}_2$

#### **B. ELEMENTS**

- Elements have atoms of only one kind, having the same number of protons. The Periodic Table: organizes elements with common properties
- Two important categories of elements: metals and non-metals

#### **C. CHEMICAL AND PHYSICAL CHANGE**

- Chemical change affects molecules.
- Physical change changes only the properties or appearance of the substance.

**ATTACHMENT J**  
**Trustee Performance Expectations**



## **VBP INDY Trustee Performance Expectations**

### *General Responsibilities:*

Each trustee is responsible for actively participating in the work of the VBP INDY Board of Trustees and the life of the school. Each trustee is expected to affirm and strive to fulfill the performance expectations outlined below.

### *Specific Responsibilities:*

1. Believe in and be an active advocate for the values, mission, and vision of VBP INDY.
2. Always put the interests of students first, with a priority on helping students build strong character and succeed academically.
3. Work with fellow board members to fulfill the obligations of board membership.
4. Behave in ways that contribute to the effective operations of the Board of Trustees:
  1. Focus on the good of the organization and group, not on a personal agenda.
  2. Support board decisions once they are made.
  3. Participate in an honest appraisal of one's own performance and that of the board.
  4. Build awareness of and vigilance towards governance matters rather than management.
5. Regularly attend board and committee meetings in accordance with the absenteeism policy (at least 80% of all board meetings). Prepare for these meetings by reviewing materials. If unable to attend, notify the board or committee chair.
6. Be prepared to contribute approximately 5-8 hours per month toward board service:
  1. Attend bi-monthly board meetings (2 hours per meeting)
  2. Participate on a board committee
  3. Attend 2 school events per year
7. Use personal and professional contacts and expertise for the benefit of VBP INDY.
8. Serve as a committee or task force chair or member.
9. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
10. Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.
11. Inform the Board of Trustees of VBP INDY of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.
12. Maintain an entrepreneurial spirit, flexibility, and a good sense of humor.

I, \_\_\_\_\_ understand that as a member of the Board of Trustees of the VBP INDY I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.

I have read, understand and am willing to comply with the Board of Trustees Job Description and the Individual Performance Expectations that outline my responsibilities to the Board.

If I ever find myself in a situation where I am unable to fulfill these expectations I will resign from the Board.

In turn, the organization will be responsible to me in several ways:

1. I will be sent, without request, quarterly financial statements and an update of organizational activities that allow me to meet the "prudent person" section of the law.
2. The organization will help me perform my duties by keeping me informed about issues in the industry and field in which we are working, and by offering me opportunities for professional development as a board member.
3. Board members and the Principal will respond in a straightforward fashion to questions I have that are necessary to carry out my board and committee-related responsibilities to this organization.
4. Board members and the Principal will work in good faith with me towards achievement of our goals.
5. If the organization does not fulfill its commitments to me, I can call on the board Chair and Principal to discuss these responsibilities.

\_\_\_\_\_  
Member, Board of Directors

Date: \_\_\_\_\_

\_\_\_\_\_  
Chair, Board of Directors

Date: \_\_\_\_\_

\_\_\_\_\_  
Principal

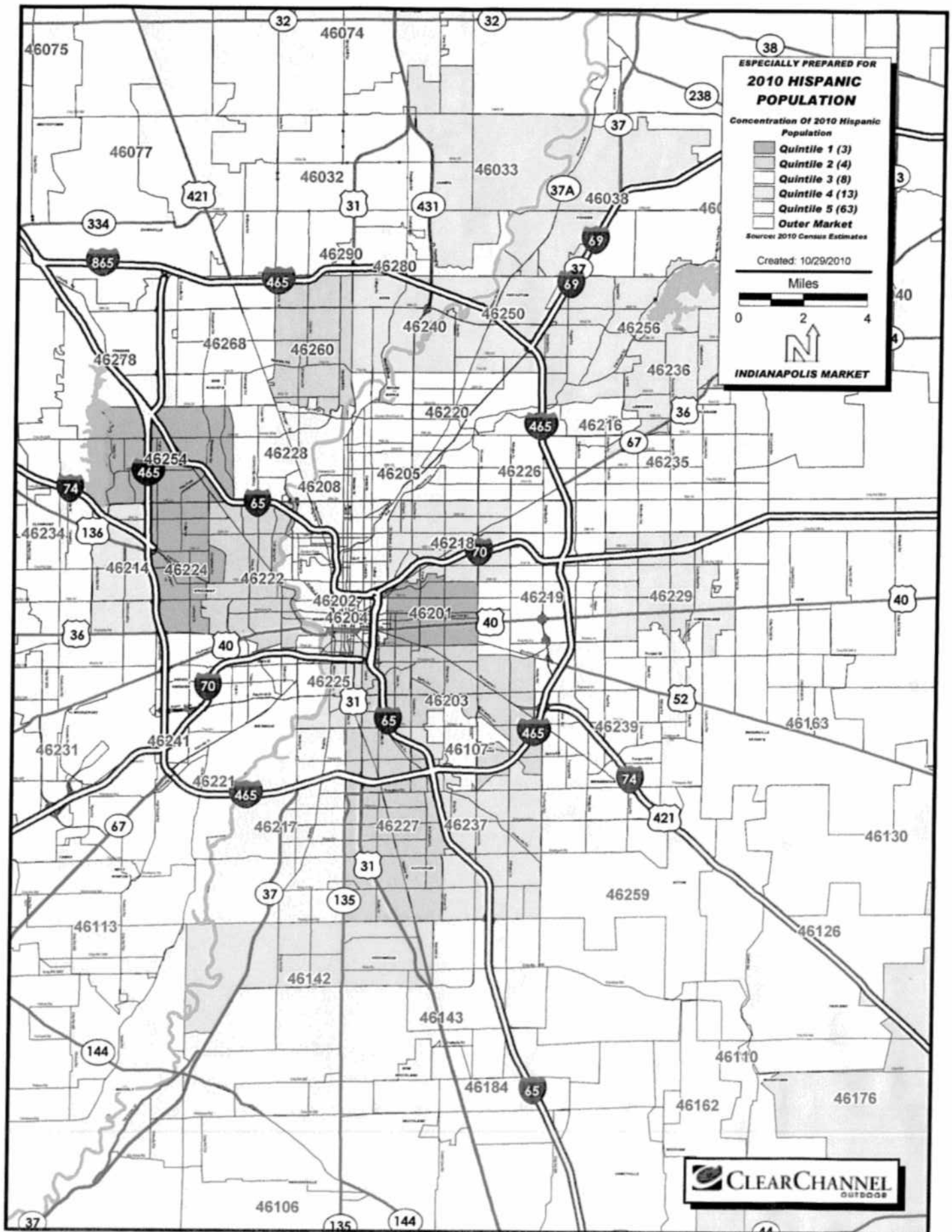
Date: \_\_\_\_\_

**ATTACHMENT J**  
**Indianapolis Hispanic Community**

**Marion County**

Total Population	903393	Hispanic	%
		84466	9.3
<b>Hispanic</b>			
Mexican		61972	6.9
Puerto Rican		3880	0.4
Cuban		829	0.1
Dominican		1189	0.1
<b>Central American</b>		<b>8394</b>	<b>0.9</b>
	Costa Rican	131	0
	Guatemalan	1787	0.2
	Honduran	2530	0.3
	Nicaraguan	739	0.1
	Panamanian	324	0
	Salvadoran	2814	0.3
	Other Central American	69	0
<b>South American</b>		<b>2298</b>	<b>0.3</b>
	Argentinean	217	0
	Bolivian	51	0
	Chilean	90	0
	Colombian	643	0.1
	Ecuadorian	187	0
	Paraguayan	13	0
	Peruvian	684	0.1
	Uruguayan	32	0
	Venezuelan	359	0
	Other South American	22	0
<b>Other Hispanic or Latino</b>		<b>5904</b>	<b>0.7</b>
	Spaniard	586	0.1
	Spanish	520	0.1
	Spanish American	33	0
	All Other Hispanic or Latino	4765	0.5

Source: Hispanic or Latino by Type: 2010: Marion County, Indiana. *U.S. Census Bureau: American Fact Finder, 2010 Census*. Web. 29 Aug. 2011.



**ATTACHMENT K**

**School Leader Selection & Development**

## School Leader Selection

VBP Indy conducted a national search for the school founder, with a focus on Indianapolis. The following selection process was conducted:

<b>Step 1:</b>	Submit initial application via email	In addition to basic information, the initial application includes the submission of a cover letter, a resume, a summary of student achievement results, and the names and contact information of three references.
<b>Step 2:</b>	Phone interview and essays	Candidates are contacted for a phone interview and asked to answer three short essay questions.
<b>Step 3:</b>	Site visit and in-person interview	The selection team conducts in-person interviews and half-day site visits to observe candidates' classrooms/schools.
<b>Step 4:</b>	Final selection event	Selection events are full-day interview events with a selection team of civic, business, and education leaders. <i>Note: Our selection event are held at KIPP SHINE in Houston.</i>

Our selection process assessed candidates on the following competencies:

- Achievement Orientation
- Communication
- Continuous Learning
- Critical Thinking & Problem-solving
- Cultural Competence
- Decision-making
- Direction-setting
- Impact & Influence
- Instructional Leadership
- Personal Organization
- Self-awareness
- Stakeholder Management
- Student Focus
- Team Leadership

Once the school leader fellow was selected, he began a one-year, part-time residency at the Oaks Academy in Indianapolis, participated in KIPP's Miles Family Fellowship, completed a 360-degree evaluation to develop a personalized growth plan, and was paired with a leadership coach who has successfully founded a high-poverty, high-performing charter school (Aaron Brenner). This summer, the school leader fellow will participate in KIPP's Summer Institute for Fisher Fellows and will participate in several short residencies at "no excuses" schools as part of his training.

## 2011-2012 Aquinas Fellow Program Components

The Aquinas Fellowship aims to prepare carefully chosen, high potential teachers for matriculation into the Seton School Founder Fellowship, to prepare them to successfully found and lead high performing Seton schools.

Using an adaptation of the KIPP Leadership Framework and Competency Model, Aquinas Fellow

### The Aquinas Fellowship includes:

- **Residency:** A part-time residency with a master teacher at a high-performing elementary school that serves a significant percentage of students who qualify for the federal meals program
- **Orientation:** A four-day orientation before KIPP School Summit
- **KIPP School Summit:** A three-day professional development summit for KIPP teachers and leaders
- **Intersessions:** Three weekend professional development retreats with opportunities to learn alongside KIPP Miles Family Fellows
- **Individualized Leadership Plan:** Individualized goals that outline fellow's formal and informal course of study, as well as fellow's teaching and leadership roles, during Aquinas Fellowship year
- **Ongoing Support:** Regular check-ins with host school leader and Seton staff/advisors to assess progress toward individualized leadership plan and at least one school visit from a Seton team member
- **Learning Calls:** Monthly professional development calls with KIPP Miles Family Fellows to share ideas and discuss topics of instruction and leadership

The program culminates in the spring, with an end-of-year evaluation by the host school leader, which will include a determination of Fellow's preparedness to launch new Seton school.

### The Aquinas Fellowship programming will target specific leadership competencies throughout the course of the year, based on the KIPP Leadership Framework and Competency Model, including:

**BUILD RELATIONSHIPS: Self-Awareness, Cultural Competence** Aquinas Fellow will be able to discover strengths and weaknesses and manage personal growth process with host school leader and Seton staff.

**BUILD RELATIONSHIPS: Stakeholder Management, Communication and Impact and Influence** Aquinas Fellow will be able to build trusting relationships with key teammates and mentors, by active listening and seeking to understand.

**DRIVE RESULTS: Planning and Execution** Aquinas Fellow will be able to set priorities and focus on results in the face of ambiguity.

**DRIVE RESULTS: Critical Thinking and Problem Solving, Decision Making** Aquinas Fellow will be able to analyze team-level or content-level data and implement interventions.



**MANAGE PEOPLE: Performance Management** Aquinas Fellow will be able to coach others towards goals and provide timely, relevant and constructive feedback.

**MANAGE PEOPLE: Direction Setting** Aquinas Fellow will be able to develop a culture of excellence for team through clear expectations and modeling.

**ROLE-SPECIFIC:** Aquinas Fellow will be able to conduct classroom observations and give feedback to improve student performance.

**ROLE-SPECIFIC:** Aquinas Fellow will learn strategies for teaching and assessing literacy skills and character formation in an early elementary school setting.

### KIPP Leadership Framework and Competency Model

